DOCUMENT RESUME

ED 162 970	SP 013 350

TITLE	NAGWS Field Hockey Guide. June 1978-June 1980. With Official International Rules.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
PUB DATE	78
NOTE	159p.; Marginally legible due to small print
AVAILABLE FROM	AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. ($2.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Athletic Coaches; *Athletics; *Field Hockey; *Teaching Guides; *Training Techniques; *Womens Athletics
IDENTIFIERS	*Regulations

ABSTRACT

Articles on teaching women the game of field hockey are presented in this guidebook along with official rules governing play and officiating. (JD)

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National Association for Girls & Women in Sport

NAGWS

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Field Hockey

JUNE 1978 – JUNE 1980

With Official International Rules
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THE UNITED STATES
FIELD HOCKEY ASSOCIATION

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NAGWS guide

Field Hockey

JUNE 1978 – JUNE 1980

With Official International Rules

Guide Coordinator, PAT SHERMAN,
University of Wisconsin, River Falls

Guide Chairperson, DONNA CARPENTER,
Ypsilanti, Michigan

NATIONAL ASSOCIATION FOR GIRLS
& WOMEN IN SPORT
American Alliance for Health,
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Published by the
AMERICAN ALLIANCE FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION

1201 Sixteenth St., N.W. Washington, D.C. 20036

EDITORIAL COMMENT

WHAT?

A GUIDE DEVOTED EXCLUSIVELY TO FIELD HOCKEY?

WHAT HAPPENED TO LACROSSE?

What's up? It's a changing time for girls and women in sport and the National Association for Girls and Women in Sport (NAGWS) is changing. And the United States Field Hockey Association (USFHA), which shares responsibility for this publication, is changing. The USFHA, recognized as the national governing body for women's field hockey in the United States, is now a member of the United States Olympic Committee and is expanding and improving all its services with the ultimate goal of getting a team to the 1980 Olympic Games. A joint decision was made by NAGWS and USFHA that we could better service all hockey enthusiasts if we had a separate publication for the sport.

And what about Lacrosse? The NAGWS will continue to work with the United States Women's Lacrosse Association to publish a *Guide* solely devoted to lacrosse. Watch for the next publication in late summer or early fall, 1978.

What do you think? Let us know your reactions to these changes. It is our hope to expand NAGWS services to better meet the needs of teachers, coaches and officials. So contact any NAGWS or USFHA officer, members of the Guide Committee or the NAGWS Guide Coordinator, or write to:

NAGWS Executive Secretary
c/o AAHPER
1201 Sixteenth Street, N.W.
Washington, DC 20036

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FOREWORD

CAROLE A. OGLESBY
NAGWS President

With commitment to those who play: in *that* we never change.

On behalf of the National Association for Girls and Women in Sport, it is a pleasure to communicate (even if indirectly) with *you*, the people who utilize NAGWS *Guides*. We are proud of our *Guide* publications. Now, and through the long GWS "herstory," the *Guides* have been the products of individuals with sport expertise and a deep dedication to the good of those who play. This is the timeless promise of these little books.

We are very proud of you, too. Your efforts have kept girls and women's sport programs alive through the lean years and are now providing the energy and direction for the fastest growth of sport programs ever. Your continued use of the *Guides* provides support to the entire range of activities in which NAGWS is involved on behalf of you and girls and women everywhere.

Interest and participation in sports have expanded by leaps and bounds at all age levels. Such expansion has resulted in a demand for more knowledgeable and better qualified people to work with these highly interested, motivated and skilled individuals. This *Guide* is designed to assist instructors, coaches and officials in facilitating the growth of quality sport programs at the elementary, and collegiate levels, as well as in non-school settings. You will find a wide range of articles written by outstanding coaches, officials, instructors and competitors. In addition, official rules, officiating techniques, study questions, tournament information and an updated list of audiovisual aids and references are included. We hope you will find this NAGWS *Guide*, as well as others covering 20 additional sports, of value. Your input is invited.

PAT SHERMAN
NAGWS
Guide Coordinator

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a nonprofit, educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

Purpose

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant.

Beliefs

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

Functions

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by–

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201–16th Street, N.W., Washington, D.C. 20036.

NATIONAL COACHES COUNCIL

The National Coaches Council was formed by the NAGWS to:

(1) provide a channel of direct communication among coaches at all educational levels
(2) assist in the formulation and dissemination of guiding principles, standards and policies for conducting competitive sports programs for girls and women
(3) keep members informed of current coaching techniques and trends
(4) sponsor clinics and conferences in sports and coaching skills
(5) provide input from coaches to USCSC sports committees and representative assembly
(6) promote cooperative efforts with other sports-centered organizations
(7) provide a united body for positive political action in the realm of girls and women's athletics.

Academies for 10 sports have been established. (Note the application blank for specific listings.) Membership in each Academy is open to any coach of girls or women's sports or any interested person. Annual dues for AAHPER members are $5.00 for one Academy. Non-AAHPER members pay $15.00 annually for membership in one sport Academy. Membership for each additional Academy is $2.00. The $10.00 non-membership fee may be applied at any time toward AAHPER membership.

Get involved . . . JOIN NOW.

NAGWS SPORTS GUIDES COMMITTEES INTEREST INDICATOR

The NAGWS Sport Guide Committee is endeavoring to broaden its base of personnel and to strengthen services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the Associate Guide Coordinator-elect, Mary Beth Cramer, Penn State University, White Building, University Park, PA 16802.

Name ______________________________

Professional Address ______________________________

City ______________ State ______________ ZIP Code ______________

1. Check the Sport Committee(s) which would be of interest to you:

___ Aquatics
___ Archery
___ Badminton
___ Basketball
___ Bowling
___ Competitive Swimming
___ Cross-country Track
___ Cross-country Skiing
___ Diving
___ Fencing
___ Field Hockey
___ Flag Football
___ Golf
___ Gymnastics
___ Lacrosse
___ Orienteering
___ Racquetball
___ Skiing
___ Soccer
___ Softball
___ Speedball
___ Squash
___ Synchronized Swimming
___ Team Handball
___ Tennis
___ Track and Field
___ Volleyball
___ Water Polo

2. Would you like to serve as member of a Sports Guide Committee of your interest? ___ Yes ___ No
3. Would you consider submitting an article to a Guide Committee as a prospective author? ___ Yes ___ No
   Possible topic or title ______________________________
4. Can you suggest topics for articles which you would like to have included in future *Guides?* (Please indicate sport.) ______________________________
5. Are there others whom you would recommend for consideration as possible committee members or authors? Please indicate below. (Use additional paper, if necessary.)

Name ______________________ Sport(s) ______________________

Professional Address ______________________________

City ______________ State ______________ Zip Code ______________

Sports Committee Member ☐ Prospective Author ☐ (Check one)

Introduction

So many developments have occurred in field hockey in the past few years that the USFHA-NAGWS Guide Committee felt compelled to dedicate its *Guide* to responding to new needs and stimulations within hockey at all levels. To do so, we examined new trends in hockey strategy and rules, assessed the growth in women's sport at large and studied many new, challenging concepts and ideas. As a result, we were able to identify three key needs for teachers, coaches, players and spectators which this *Guide* meets:

1. fill in informational gaps from past *Guide* articles
2. respond to new trends in hockey strategy and rules
3. present materials which facilitate creativity in approach to and discussion of various topics

Because of new developments, many changes have occurred in the USFHA. Instead of a selection tournament, there are now championship tournaments for both AIAW and USFHA. Selection takes place through a series of open camps at three levels, culminating in the selection of a U.S. squad from which touring teams such as the 1978 Wembley Team and the 1978 Trinidad Teams were selected. Soon we hope to embark on a developmental program for umpires. Youth hockey is another developmental program which the USFHA hopes to institute in the form of recreation. And, finally, the USFHA is now a Class A member of the United States Olympic Committee which will provide not only extended international competition, including women's hockey at the 1980 Olympics, but also additional support for greater development at all levels and aspects of the game.

DONNA J. CARPENTER
NAGWS–USFHA Field Hockey
Guide Chairperson

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*The 1978-80 *Guide* was prepared by the 1976-78 *Guide* Committee. The 1980-82 *Guide* will be prepared by the 1978-80 *Guide* Committee.

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USFHA MEMBERSHIP APPLICATION

I am interested in becoming a member of the USFHA. Please send me information about:

☐ INDIVIDUAL MEMBERSHIP
__ Club/association player
__ umpire
__ coach
__ sustaining or life membership

☐ GROUP MEMBERSHIP
__ college team
__ jr. college/community college
__ college club
__ allied school/college

__ *The Eagle*, official publication of USFHA
__ I would like to play field hockey. Please send the name and address of the president of the association nearest to me.
__ I am interested in having a USFHA hockey clinic.

SEND INFORMATION TO:

NAME ______________________________

ADDRESS ______________________________

CITY ______________ STATE __________ ZIP CODE ______

Return to: Bea Toner
USFHA President
20 Wendell Street
Hempstead, NY 11550

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1. Opportunity to play a full game schedule as a member of an organized Local Association club team.
2. Access to officiating and coaching services of USFHA.
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4. Notification of workshops and clinics (through Local Association and USFHA).
5. Discounts on USFHA films, printed materials, exhibition games, etc.
6. Information on coaching or umpiring, if requested ($1 charge per category).
7. Services of the Executive Secretary and central office in Lynchburg, VA to assist you with your problems, questions, concerns, etc.

ASSOCIATION PLAYER – $6

1. Opportunity to play a full game schedule as a member of an organized Local Association club team.
2. Access to competition beyond the club level; opportunity to represent your Local Association in games and tournaments.
3. Opportunity to represent your Section in intersectional play and to participate in the National Tournament.
4. Access to the USFHA developmental program; opportunity for international competition.
5. Access to the officiating and coaching services of USFHA.
6. Price list of available films and publications and procedures for obtaining them.
7. Discounts on USFHA films, printed materials, exhibition games, etc.
8. Notification of exhibition games, workshops, clinics, etc.
9. New rules and rule interpretations.
10. Information on coaching or umpiring, if requested ($1 charge per category).
11. Services of the Executive Secretary and central office in Lynchburg, VA to assist you with your problems, questions, concerns, etc.

UMPIRE – $6

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3. Price list of available films and publications and procedures for obtaining them.
4. Discounts on USFHA films, printed materials, exhibition games, etc.

5. Notification of exhibition games.
6. New rules and rule interpretations.
7. Information on coaching if requested ($1 extra charge).
8. Services of the Executive Secretary and central office in Lynchburg, VA to assist you with your problems, questions, concerns, etc.

COACH – $6

1. Notification of USFHA coaching workshops.
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5. Notification of exhibition games.
6. Coaching services available and how to apply.
7. New rules and rule interpretations.
8. Information on umpiring, if requested ($1 extra charge).
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6. Services of the Executive Secretary and central office in Lynchburg, VA to assist you with your problems, questions, concerns, etc.

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JOINT AIAW/USFHA FIELD HOCKEY CHAMPIONSHIP RESULTS

1975-76, Madison College, Harrisonburg, VA

1st Place: West Chester State College, PA
2nd Place: Ursinus College, Collegeville, PA
3rd Place: Springfield College, MA
4th Place: College of William and Mary, Williamsburg, VA
5th Place: Lock Haven State College, PA

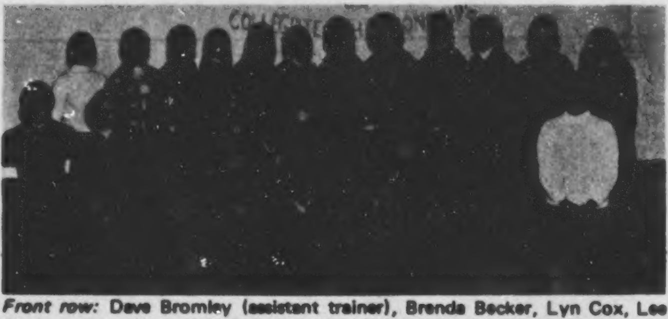
1976-77, Valley Forge Military Academy, Wayne, PA

1st Place: West Chester State College, PA
2nd Place: Ursinus College, Collegeville, PA
3rd Place: Lock Haven State College, PA
4th Place: Univ. of Delaware, Newark
5th Place: Central Michigan Univ., Mt. Pleasant

1977-78, University of Denver, Colorado

1st Place: West Chester State College, PA
2nd Place: Ursinus College, Collegeville, PA
3rd Place: Univ. of Delaware, Newark
4th Place: San Jose State Univ., CA
5th Place: Lock Haven State College, PA

1977 AIAW-USFHA COLLEGIATE CHAMPIONSHIP
Winner: West Chester State College



Front row: Dave Bromley (assistant trainer), Brenda Becker, Lyn Cox, Lee Gerdes, Jane Glass, Pat Stauffer, Deb Perkins, Mariann Schreiber, Kathy Flouras (manager). *Back row:* Robin Cash (coach), Jamie Moul (trainer), Beth Beglin, Karen Shelton, Cheri Fulginiti, Robin Altorfer, Gaile Smith, Kim Tumilty, Anne Brooking, Camille Kuta, Elaine Foggan (manager), Gwen Cheeseman (assistant coach).

Coach: Robin Cash Assistant Coach: Gwen Cheeseman
Managers: Katherine Flouras, Elaine Foggan
Trainer: Jamie Moul Assistant Trainer: Dave Bromley
Uniforms: Shirt-Purple, Kilt-Gold, Socks-Purple

Name	*Position*	*Year*	*Major*	*Hometown*
Lee Gerdes, *Capt.*	Goalie	Sr.	P.E.	Lebanon, PA
Jane Glass, *Capt.*	Back	Sr.	P.E.	Lancaster, PA
Pat Stauffer, *Capt.*	Forward	Sr.	P.E.	E. Petersburg, PA
Robin Altorfer	Midfield	Sr.	P.E.	Cherry Hill, NJ
Brenda Becker	Mid/Back	Fr.	P.E.	New Castle, DE
Beth Beglin	Midfield	Jr.	P.E.	Uppr Saddle Riv., NJ
Anne Brooking	Back	Fr.	P.E.	Wilmington, DE
Lynn Cox	Forward	Jr.	P.E.	Media, PA
Cheri Fulginiti	Forward	Soph.	P.E.	Prospect Park, PA
Camille Kuta	Mid/Back	Jr.	P.E.	Hazleton, PA
Deborah Perkins	For/Mid	Soph.	P.E.	Norristown, PA
*Karen Shelton	Mid/Back	Jr.	P.E.	Springfield, PA
Mariann Schreiber	Forward	Jr.	Spec. Ed.	Cornwells Heights, PA
Gaile Smith	Forward	Jr.	P.E.	Drexel Hill, PA
Kim Tumilty	Midfield	Sr.	P.E.	Strafford, PA

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*Leading Scorer

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1977 AIAW-USFHA COLLEGIATE CHAMPIONSHIP
Runner-up: Ursinus College

Front row: Mariann Lindquist, Beth Barr, Susan Hawes, Sally Starr, (co-captain), Nancy Zurn (co-captain), Laura Haig, Tina Poole, Gina Buggy. *Back row:* Adele Boyd (coach), Laurie Holmes, Jan Zenger, Candi Russell, Ellen Bard (manager), Joanne McPhillips, Kim Thorne, Betsy Meng.

Coach: Adele Boyd
Assistant Coach: Mary Ann Harris
Manager: Ellen Bard

Uniforms: Shirt-Red
Kilt-Black

Name	*Position*	*Year*	*Major*	*Hometown*
Sally Starr, *Capt.*	Halfback	Sr.	P.E.	Beachaven, NJ
Nancy Zurn, *Capt.*	Forward	Sr.	P.E.	Abbington, PA
Gina Buggy	Halfback	Fr.	P.E.	Norristown, PA
Beth Burr	Back	Jr.	P.E.	Wilmington, DE
Laura Haig	Forward	Jr.	P.E.	Medford Lakes, NJ
Susan Hawes	Forward	Jr.	Hist.	Doylestown, PA
Laurie Holmes	Forward	Fr.	P.E.	Folsom, PA
Mariann Lindquist	Goalkeeper	Jr.	Pol. Sci.	Uppr Moorland, PA
Joanne McPhillips	Goalkeeper	Jr.	P.E.	Doylestown, PA
*Betsy Meng	Forward	Sr.	P.E.	Kimberton, PA
Tina Poole	Forward	Sr.	P.E.	West Chester, PA
Candi Russell	Forward	Sr.	P.E.	Abbington, PA
Kim Thorne	Halfback	Soph.	P.E.	Gettysburg, PA
Jan Zenger	Back	Jr.	Hist.	Lafayette Hill, PA

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*Leading Scorer

Goals, Glorious Goals

HELEN BUCKLEY

Helen Buckley graduated from Ling Physical Education College, Dublin, Ireland. She was a member of the Irish Touring Team from 1959-64 and from 1966-71 and played for Rhodesia in 1965 and 1966. She has coached the Irish National Team since 1976, and for the past seven years has coached at Sauk Valley Farm hockey camp, where she was co-director in 1976-77. She teaches at Holy Child Convent, Killiney Co., Dublin.

The crash of the ball off the backboard, soft angled shots, high flicks, a subtle push—where have they gone? Are goals a thing of the past? I don't think so, for they keep the game of hockey as exciting as it should be. Everyone has seen games showing a high level of skill, creative ideas, incorporating varied systems between the circle edges, only to feel utterly frustrated because of the lack of goals.

Those who wish to score goals need hard and determined practice. This must begin on an individual basis, perfecting the following basic skills needed for this specialist job:

1. Hitting the ball hard with the shortest possible backswing
2. Fielding and stroking the ball accurately and at speed
3. Flicking the ball from all angles and at all angles
4. Tackling, particularly tackling back
5. Dodging.

When these skills are well developed, practices and targets should be set up so that accuracy is achieved and confidence established.

Key

X player
Ⓧ marker
----- path of ball
—— path of player

Note: Figures 1 through 6 apply to individual practice, and Figures 7 through 12 apply to practice for two.

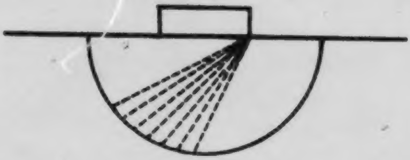

Figure 1.

Place six balls on the edge of the circle and drive to hit the sideboards of the goal cage in quick succession. Repeat from various angles, and time the shots.

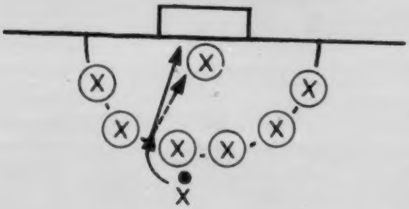

Figure 2.

Dribble ball from six yards distance between any markers and shoot as the ball touches the circle edge. Aim to avoid an object in front of the goal cage. Chase the ball into the goal cage.

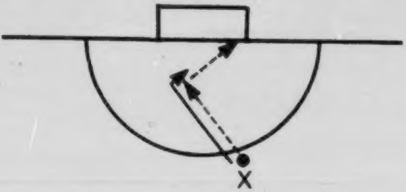

Figure 3.

From outside the circle push the ball toward the left goalpost, chase and flick into right side of goal cage.

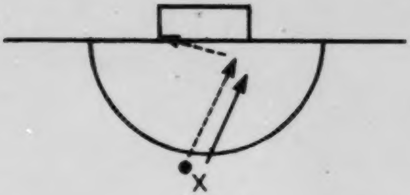

Figure 4.

From outside the circle push the ball toward the right goalpost, chase and push into the left side of the goal cage.

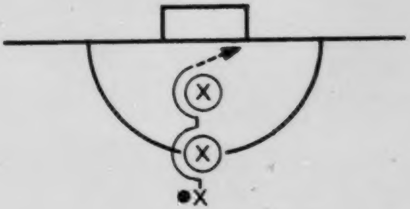

Figure 5.

Dodge the marker on the edge of the circle and shoot from within two feet inside the circle. Vary shots. Dodge two markers and shoot within two feet of second marker.

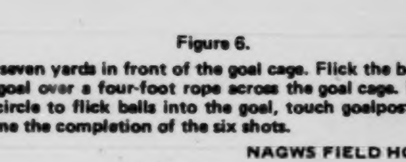

Figure 6.

Place six balls seven yards in front of the goal cage. Flick the balls into the top corner of the goal over a four-foot rope across the goal cage. Repeat, running from edge of circle to flick balls into the goal, touch goalpost, and return to circle edge. Time the completion of the six shots.

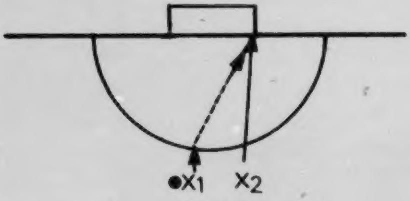

Figure 7.

Two players run from five yards outside the circle. The player with the ball drives from the edge of the circle into the left or right side of the goal cage. The second player continues to run and tries to touch the ball on the way to the goal or to reach the near goalpost before the ball crosses the goal line.

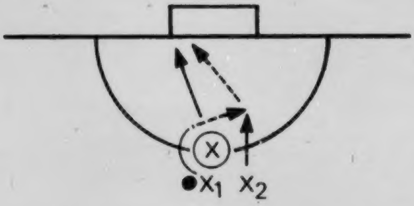

Figure 8.

The player with the ball dodges a marker and passes to the second player who shoots. The first player runs to touch the goalpost before the ball crosses the goal line.

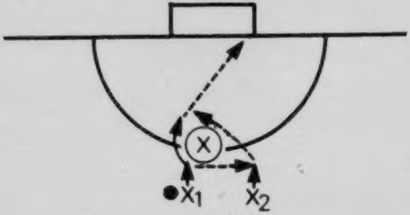

Figure 9.

Two players run from ten yards outside the circle. The player with the ball passes square, before the marker, to the second player who passes, back behind the marker, to the first player who shoots.

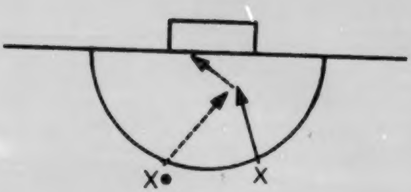

Figure 10.

One player hits the ball from outside the circle toward the right goalpost. The second player runs from the left or center toward the ball and drives it into the goal.

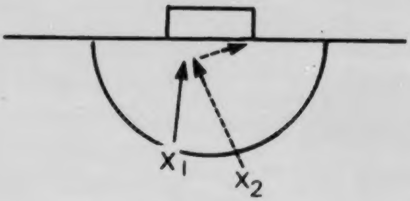

Figure 11.

One player pushes the ball toward the left goalpost. The second player runs, from the edge of the circle, and flicks the ball into the goal.

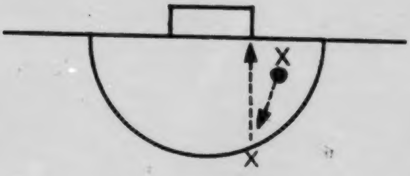

Figure 12.

One player drives the ball from near the goal line to the second player on the edge of the circle who drives the ball into the corners of the goal cage. Vary the angle of the drive.

For progression, all the above practices should utilize both passive and active opponents. (Markers may be replaced by players and a goalkeeper added.) Tackling should be included—a skill sadly lacking in many players. In the circle, a player should

1. Concentrate
2. Be determined
3. Keep his/her eye on the ball
4. Follow up *all* shots
5. Tackle back
6. Be satisfied *only* when the ball is in the goal!

A more direct approach to the goal must be reintroduced to the game, and a sense of urgency in the attacking circle developed. Delay must be minimized and the whole attacking team must exert pressure, both physical and mental. In general play, the ball must be passed crisply and accurately, increasing in speed approaching the attacking circle so that the forward players are running *on* to the ball. Half-chance shots must be taken; very often they result in goals. All shots must be aimed *between* those posts, committing the goalkeeper to making a save.

There is nothing more exciting than scoring a goal or helping your team to score. Bring back those goals!

Is Every Corner a Goal?
A Successful Penalty Corner

LOIS KLATT

Lois Klatt received a B.S. degree from West Chester State College, West Chester, Pennsylvania and a M.S. degree from the University of Wisconsin, Madison. She received her doctorate in physical education from Indiana University, Bloomington in 1977. Lois taught at Milwaukee Lutheran High School and is currently an associate professor at Concordia Teachers College, River Forest, Illinois. She has coached field hockey at the high school and college levels and at present is the coach of the North Central Sectional Team. Playing experiences include Milwaukee Association and Midwest and North Central Sections. She is currently the administrative vice-president of the USFHA.

"Every corner is a goal!" Should goals be occurring from the dead ball penalty corner situation? If so, what are the specific characteristics of a successful penalty corner? The study on which this article is based attempted to identify the chief characteristics of successful performance in a penalty corner; the author's major concerns were the relation of force and accuracy to the outcome of the penalty corner. Hopefully, the information that resulted from this study can be used to increase the number of scores occurring from penalty corners.

All three phases of the penalty corner must be executed carefully and correctly, in a minimum amount of time, to turn the opportunity into a score. The following are sample recommendations for each phase of the penalty corner:[1]

Execute the penalty corner using a three-player "team." The offensive penalty corner strategy for the shortest time lapse included a three-player team: one player took the hit out, one received the ball with a hand stop, and a third player moved in for the shot on goal.

Practice repeatedly. In 65 percent of the actual penalty corners observed for the study, openings to goal were available to the shooter but no scores resulted. Correct execution of each offensive phase of the penalty is required, and repeated correct practice must occur.

---

[1] The data that served as a basis for the following recommendations was collected from films of the 1975 International Field Hockey Tournament in Edinburgh, Scotland.

Move in toward the goal to receive the ball. The direction and distance of the ball and distance traveled by the receiver determine the size of the angle open to the mouth of the goal. As the ball is received closer to the goal, the angle open to the goal mouth increases. Reception of the ball in front of the goal on the edge of the striking circle (48 feet away from the goal line) results in a 13.9° angle opening to the goal mouth. The angle open to the goal for a ball received 44 feet out from the goal line increases to 15.2°, and reception of the ball 40 feet from the goal line increases the open angle to 16.7°. Of all offensive and defensive variables examined, the distance traveled by the receiver was the most significant in providing a maximum angle open to goal.

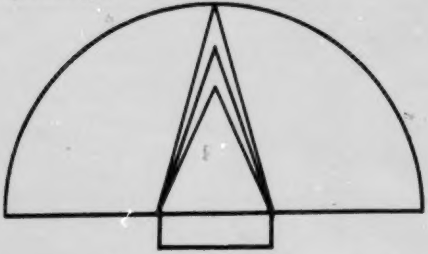

Figure 1.

Develop maximum effective speed by receiver of hit out. The quicker the receiver can get to the ball, the less time will be used in this phase of the penalty corner. Again, consistency of speed is paramount, with great attention being given to maximum consistent speed while under control, ability to stop the body and receive the ball effectively.

While on offense, you want your team to score, but on defense, your team must prevent the potential goal. As a result of the study, one general suggestion for changing defensive strategy is assigning the five "field" defenders to specific areas. The data indicated that in the majority of the corners filmed the defensive player responsible for rushing the shot on goal generally started from a position to the right of the goalkeeper. This initial positioning resulted in the defensive player crossing the goalkeeper's line of sight on every rush out to the ball. In order not to "unsight" the goalkeeper, it was demonstrated in the simulation program that two defensive players should rush out to prevent the shot, and that the first rusher should begin from the *left* side of the goalkeeper. When the attack takes a penalty corner on the left side (which occurred in more than 90 percent of the corners filmed), the first rusher is able to go directly to the stick side of the receiver without interfering with the goalkeeper's view of the hit out. The second rusher also moves out directly toward the shooter, but on a line to his/her *non-stick* side. The shooter thus is "covered" by two defenders, one on each side, but neither has crossed or moved into the goalkeeper's line of sight to the ball. Two additional "safety" defenders should be assigned the responsibility of protecting the left and right goalpost areas. The remaining defender is free to "cover" and to react immediately should the offense use an alternate strategy on a corner.

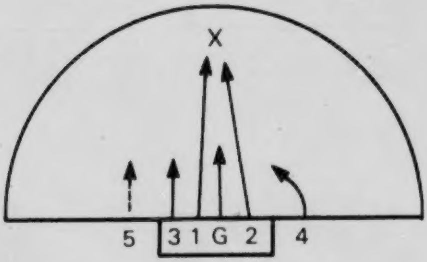

Figure 2.

Can openings be found by the attack for a scoring shot on goal? Efficient and effective skill patterns are not developed overnight. Knowledge and understanding are the first steps toward success. With effective practice and performance of the hit out, the reception, and the shot on goal, every offensive corner should indeed result in a goal!

Reverse Hand Flick

KATHLEEN F. MOORE

Kathleen Moore received her B.A. from Ohio Wesleyan University, Delaware, Ohio, her M.A. from Michigan State University, East Lansing, and is working on her Ed.D. at the University of Northern Colorado, Greeley. She is currently the women's field hockey and lacrosse coach at The College of Wooster, Wooster, Ohio. She has played in the national field hockey championships for the past 13 years and was captain of the 1969 U.S. Touring Team to Guyana.

If you want to add power and variety to your penalty stroke performance you may wish to master the reverse hand flick. It is a flick performed with the right hand at the top of the stick and the left hand at the bottom. The reason for its power is the longer lever arm and the use of the back muscles in addition to the arm and leg muscles that are used in a regular flick.

To perform the reverse hand flick:

1. Begin with a steady base. The toe of the right foot is to the left (about two feet) and a bit behind (about 4 inches) the position of the ball. With the weight centered and steady, the player waits for the umpire's whistle (Figure 1).

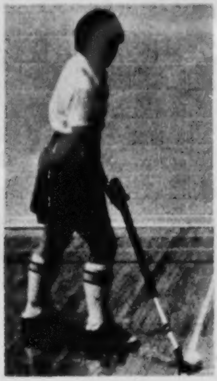

Figure 1.

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2. After the umpire's whistle, twist the torso to the right and bring the left arm around to grip the stick while stepping forward with the left foot (Figures 2, 3, 4).

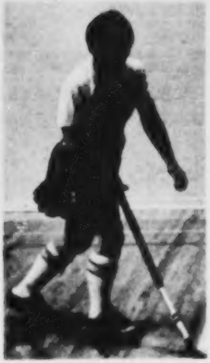


Figure 2.

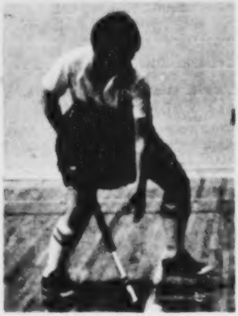


Figure 3.

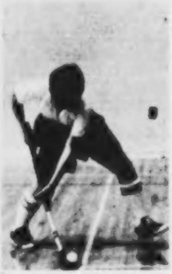


Figure 4.

3. Keeping the left foot steady, untwist the torso and guide the ball with the stick at the corner of the cage into which you wish to flick (Figures 5 through 8).

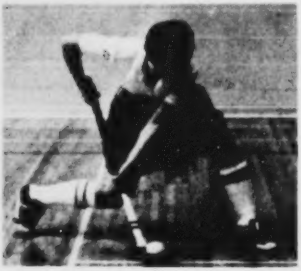


Figure 5.

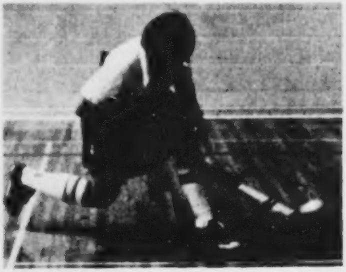


Figure 6.

Figure 7.

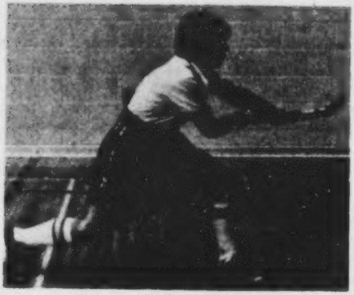


Figure 8.

4. For aerial balls, lay the face of the stick up and flick up. For ground level balls, keep the stick perpendicular to the ground and guide the ball through. Adjust the face of the stick and the follow-through for desired degrees of height in-between.

If you are a member of a low scoring team with a strong defense, this may be the skill that will help your team to a state, regional or national championship.

Team Work

VONNIE GROS

Vonnie Gros received a B.S. degree from Ursinus College, Collegeville, Pennsylvania, and a masters degree from Villanova University, Villanova, Pennsylvania. She taught health and physical education in the Upper Darby School District and at West Chester State College, Pennsylvania where she coached the varsity hockey and lacrosse teams. She has served as a national selector and coach for the USFHA. She was an outstanding player for the United States and represented the country for nine years. She also coached the U.S. Touring Team to Zambia and South Africa. The 1975 West Chester varsity field hockey team won the first AIAW USFHA collegiate championship held at Madison College, Harrisonburg, Virginia. Currently she is coaching at Princeton and is the USFHA national coach.

The basic ingredient of teamwork is the pass. It is the planned movement of the ball from one teammate to another. It is better than dribbling because it is faster. The hit-the-ball-ahead-and-chase tactics are aimless, reckless and very rarely produce positive results. The real joy of the game is finesse – the ability to control the ball and outwit the opponent. The opposition cannot score without the ball. *The ultimate objective of each pass or passing combination is that the opponent is beaten by the ball and a player*; i.e., the ball and the player have penetrated and are closer to goal than the defender (Figures 1 and 2).

Key X – Attack
• – Ball
O – Defense

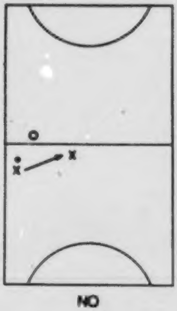
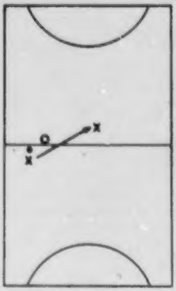


Figure 1.



YES

Figure 2.

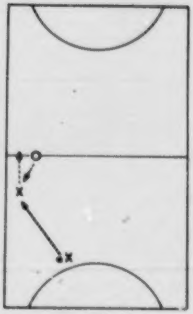
Successful Passing

To make a successful pass *without* the ball, the player must:

a. Be technically sound. The player must be able to field a ball on the run. Good fielding is the ability to reach the ball one step after it touches the stick.

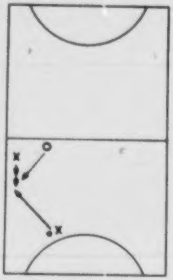
b. Be able to get free of the opponent by taking the initiative and moving into open space before the ball is passed.

c. Move to meet the ball, particularly in the defending end of the field when teammates clearing out of danger need help coming back to the ball (Figures 3 and 4).



NO

Figure 3.



YES

Figure 4.

To make a successful pass *with* the ball, a player must:

a. Be technically sound. The player must be able to hit or push a good ball – one that is smooth, quick and concealed to the last moment.

b. Determine that no opponent is close to or in the line of the intended pass. The pass should not be made if it will be intercepted.

c. Be accurate. The passer must aim for the area ahead of the receiver so that the ball and receiver arrive at the same time. The passer anticipates where a teammate will be by the time the ball gets there.

d. Pace the pass. The ball must be hard enough to get by the opponent but not too hard that the receiver can't handle and/or get to it.

e. Time her pass. Teammate(s) get free only for a short time before opponents recover. If the passer fails to read that time quickly and the pass comes late, it will be intercepted. On the other hand, teammates often are only a step or two from being free so the passer must hold the ball a fraction longer to allow a teammate that time to get open. If the pass is made too soon, it won't be successful.

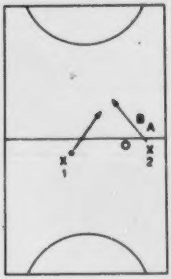


Figure 5.

If X_1 passes the ball to X_2 when X_2 is at point A, the pass is too early and will go to the corner. If X_1 holds the ball until X_2 gets to point B, the pass will be completed and defender O will be beaten.

Types of Passes

Upfield. A ball passed on any angle to a teammate who is closer to goal is an *upfield* pass (Figure 6).

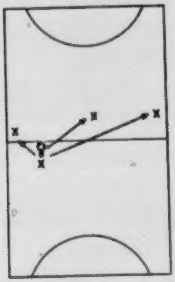


Figure 6. Upfield Passes.

Through. This is an upfield pass that is parallel to the sideline. It gets special mention because it eliminates two opponents (Figure 7).

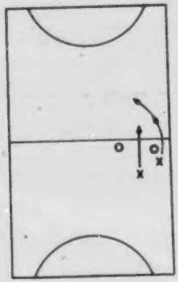


Figure 7. Through.

Square. This pass goes parallel to the endline and should never be used when an upfield pass can be used (Figure 8). Its main use is the first pass on a give-and-go.

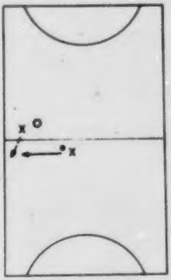


Figure 8. Square.

Give-and-Go. This is the most elementary passing combination and is usually associated with basketball. The player with the ball has drawn the nearest opponent, gives a square pass to a teammate and immediately goes behind the opponent for a return upfield pass (Figure 9).

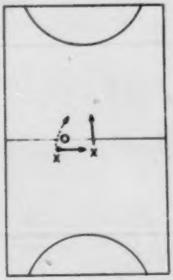


Figure 9. Give-and-Go.

Team Practice:
Add Method to the Madness

SUZANNE J. TYLER

Sue Tyler received a B.S. degree from Boston-Bouve of Northeastern University and a M.S. from Pennsylvania State University. She has taught and coached field hockey at Cornell University and is currently at the University of Maryland. She has worked in the USFHA Developmental Program as a coach and National Coaching Workshop coordinator. She has published articles in Woman Coach, NAGWS Research Reports *and the* Eagle.

Advanced planning is an often overlooked component of good coaching. A practice must be planned with the same thought and preciseness of a lesson plan, perhaps more, as there are many intervening variables to consider: yesterday's game, tomorrow's game, number of returning players, season goals, amount of time remaining in the season, etc. In addition, long-range goals should be considered – for example, if these freshmen learn "A" now, they will be ready for "B" by the end of the season, "C" next year, and "D" in their senior year. Typical season goals might be: receiving on the move, repositioning immediately after a pass or unused cut, marking, cutters giving each passer at least three options, the team maintaining control and possession for 60 consecutive seconds.

The format of a practice should vary. Do not always end with a scrimmage, sometimes start with it. Conditioning can be done at the beginning or end; it is beneficial to see how well players run after a hard practice. Incidentally, very little "straight conditioning" work is necessary; conditioning should involve a stick and usually a ball. The elements of practice should be designed to initially praise and reinforce, then to frustrate, and finally to praise and give hope.

Plan thoroughly for each minute with a few extra "tricks" to use if time permits. Take an abbreviated form of your plan out to the field. (I rarely use my tiny note pad, but security is having it there!) However, do not be so inflexible as to not take advantage of the spontaneous, or to develop one drill with fewer or more athletes, or to stay with something longer than expected (especially if the players are not bored, progress is being made, and they are just beginning to make it click).

Drills

It is appalling to find coaches "filling the time" prior to the real practice (i.e., one hour of scrimmage) with lists of drills collected at coaching clinics. Furthermore, these lists are presented with very little interest and/or enthusiasm and with no thought of progression, points of emphasis or even purpose. No wonder athletes find drills boring, and perform them perfunctorily. Treat drills as a vital, exciting part of practice and the team will begin to, also!

Players must realize that drills are mini-parts of the game that increase their contact with the ball and enhance skill development. Keep them game-like, as it adds to the fun as well as the meaning. Expect and demand precise execution at optimal speed, especially of basic skills. Do not keep secret the purpose of a drill for it may still be a secret to the players when it is time to use it in a game.

Challenge the players' minds as well as their bodies. There are no time-outs and they must learn to think on their feet. Ask them the reason for a drill or give them a problem and ask them to formulate a drill. You will be surprised at their creativity. Sometimes, they will work harder at something they invented.

Plans are always dependent on the situation and the personnel, therefore must be explained before describing a typical practice. During the middle of the season, a college team (or high school varsity) lost a game that they should have won due to overconfidence and lack of controlled, aggressive pursuit. Following the game, the coach explained that since there was another game in two days, tomorrow's practice would not involve conditioning. She asked for suggestions from the team. Fortunately (this usually occurs), someone suggested that they run six laps around the field before changing to go home. The coach agreed and added a time limit. Since it was the team's idea, they do not feel punished. Therefore, the plan outlined below does not include any conditioning except that required for the performance of the drills and scrimmage.

A Day At Practice

5 minutes *Stretch-out and flexibility exercises.* Students may lead exercises that hold a stretch (not bounce) 5 seconds for five repetitions. Examples include: toe reaches, hurdle, heel and toe walk, roll toes over head, arm circles, etc. Coaches' role: stress the importance of doing these correctly for injury prevention; show interest!

5-8 minutes *Individual warm-ups.* Everyone with a ball working on ball control, e.g., stick bounces, dribbling across or down a line with varying speed, stick dummies, flicks into a fence, writing their name with the ball. Coaches' role: Correct and suggest based on *individual* weaknesses; players will keep active and interested if you do!

10 minutes *Gaining and maintaining possession.* 4 vs. 2 in a 10 x 15 yard area. Team of four must gain possession from the two, maintain possession for 30-45 seconds, then dribble in control over a designated goal line. After 2-3 minutes, switch until all in the group have been the two defense players. Coaches' role: the group of four should be successful – reinforce and praise; insist that the team aggressively gain possession and cut for passes.

20-25 minutes *Scrimmage.* Coaches' role: begin by pointing out yesterday's weaknesses and emphasize hard, aggressive cuts and offense. Then prepare for tomorrow's game, emphasizing defensive positioning. Substitutes should work on flicks and scoops with hand stops, hard drives with dead stops on a line, and left hand lunges with a partner. No one should be sitting during a practice. There is always a skill to be perfected. However, give this group attention and get them into the scrimmage.

10 minutes *1 vs. 1.* In a 5 x 5 yard grid, the player with the ball must count out loud the consecutive seconds the player maintains possession in 60 seconds; each time the opponent touches the ball, the count begins again. Counting out loud forces concentration. Repeat with opponent in possession. Repeat with two or more new opponents. Coaches' role: this is more difficult than it appears, 30 seconds is an excellent score. However, ball control and maintaining possession in a one-on-one is a vital skill. Be demanding! Expect more!

10-15 minutes *Dealing with the loose ball.* In groups of three, two standing facing each other 10 yards apart. The third player rolls the ball at varying speeds and angles between the players 10 times. They must assess and act on the best of three options:

1. Get to the ball first and immediately pass to roller.
2. Get to the ball, dodge and pass to roller.
3. Play defense to prevent dodge and pass to roller.

Repeat until all have been the roller twice. Count the number of successful passes to roller. Coaches' role: this must be done at top speed; do not let a player always act defensively; demand precise execution.

15-20 minutes *Quick switch from offense to defense.* Set up as many fields as necessary for 6 vs. 6 (maximum) with a goalie. Team A starts in possession 40 yards from the goal cage and attempts to score a goal. Team B attempts to gain possession and hit through two pinnies in the right alley area 40 yards from the endline to a teammate who must stop the ball; immediately, Team B attempts to score.

Note: Up to this point, goalkeepers can participate in every drill, using their feet.

5 minutes *Rapid fire.* Everyone with a tennis ball on the edge of circle driving at the goalkeeper. Two sets for each goalkeeper. Good for agility! The pace of the drives should be varied for each goalkeeper to assure success.

10 minutes *Corners.* Special considerations for tomorrow's game (from scouting reports) and offensive and defensive corners are reviewed. Coaches' role: reinforce and give hope.

5-10 minutes *Special situations.* Each specialty group should practice: goalkeeper with penalty stroker, corner hitter to corner receiver, push-in group, bullies, etc. Individual errors should be corrected. Those not involved in specialty activities should work on dodges and tackles.

Remember, this is an example of a practice used for a specific group in a special situation. Use the ideas and concepts, but be sure to adapt them to the needs of your team.

Conditioning Your Goalkeeper

GWEN WENTZ CHEESEMAN

Gwen Wentz Cheeseman received a B.S. from West Chester State College in West Chester, Pennsylvania. She has been a member of the U.S. Field Hockey Team since 1973 and is presently playing for the Philadelphia Section. She competed in the 1975 World Cup in Scotland and has toured to Holland, Austria, Wales, England and South Africa. Gwen has been the guest clinician for several nationally known field hockey clinics and has extensive coaching experience at all levels. She is presently assistant field hockey coach at West Chester State College, the defending national champions.

Today more than ever before we are beginning to realize the need for specific training techniques for the goalkeeper. The outcome of many a match is determined by the performance of the last line of defense. In the past, coaches have devoted most of their practice session to the other 10 players. Limited by either *time* or *insufficient knowledge* about the position, coaches have put a player in goal without sufficient training and practice, but at the same time with the responsibility of how each of the other players on the team performs. We as coaches must realize the importance of this position.

If the goalkeeper is playing well it inspires the win. The goalkeeper's confidence is contagious to the defense and the attack. Think about it! Does a player on the field take the necessary chances to beat his/her opponent if the last line of defense is weak? The forward chasing after a loose ball, the defender who hesitates and misses the opportunity to intercept, and the midfielder who would like to support the attack sooner but is afraid to leave his/her defensive responsibility can be inspired by a calm, steady, confident, and well-trained goalkeeper. With a goalkeeper who has these attributes, a weaker team can be successful and quite often pull the upset.

The Warm-Up

A series of any yoga or static stretching exercises will suffice. Be imaginative. Stress the importance of the large muscles in the legs. Without leg strength and flexibility a goalkeeper is ineffective.

In pads, the goalie needs to improve strength, flexibility, and comfort. The following exercises should be started in preseason training and repetitions increased as the season progresses.

1. Arm circles.
2. Leg circles (legs straight).

3. Splits with legs apart and weight supported by the hands.
4. Trunk twisters.
5. Leg raisers, front and back, starting slowly and gradually increasing speed to rapid high kicking.
6. Feet spread apart to a straddle position and then alternate toe touch.
7. While running to the sides, step in front, step to the side, step behind. Emphasize quickness, balanced position, and small steps.
8. Push-ups.
9. Sit-ups.
10. Scissor kicks while lying on side, stomach and back.
11. Lunges to both side, back and front with body weight over the forward leg.
12. Cossack dance steps; increase repetitions.
13. Jump as high in the air as possible in rapid succession.
14. Tuck jump as high as possible, first with knees brought up to the chest and then with heels brought up to the buttocks. Do as many as possible.
15. Jump as high as possible and change leg position while in the air. Straddle to the sides, one foot in front and one behind, and click heels together.
16. Skip around the field with knees drawn as high as possible.

Reaction Time

Reaction time is a natural quality that a player can improve upon. (Exercises to improve quickness can also be included in the warm-up.)

1. Stress verbally the importance of attentiveness, of being completely rested and of being confident of one's acquired skills. This has a definite effect on reactive time.
2. Catch a dropped stick that is held two or three yards out in front of the goalkeeper.
3. Run a series of whistle sprints from different starting positions—lying down, sitting, crouching, on the side.
4. Play tag. "Got ya last."
5. Rapid fire (shots in rapid succession not allowing time for the goalie to clear).
6. Use of tennis balls during a practice session is twofold. First, the ball can be thrown or hit anywhere toward the goal without the fear of injury to the goalkeeper. Second, shots can come at a faster speed.
   (a) The goalie is standing on the goal line in ready position with eyes closed. A player at the top of the cirlce throws tennis balls at any level toward the goal. As the ball leaves

the hand of the thrower he/she calls to the goalkeeper, so that the goalkeeper can spot the ball and stop it with hand, stick or foot.

(b) Hitting shots from the edge of the circle using the same procedure as above. The command for the goalkeeper to open his/her eyes can be delayed so that the goalkeeper has less and less time to react. Also, shots from the edge can be varied in height, speed and angle to the goal.

(c) Indoor practice. Cones or goal cage can be used to designate a fortification that the goalie must defend. The cage is placed three to four yards from a wall with the opening toward the wall. The goalie also faces the wall, ready to defend. Throwers with several tennis balls stand behind the cage and throw the balls in such a way that they rebound off the wall and into the cage. The goalkeeper must try to prevent a score.

Positioning

In most high school and college play, if the goalkeeper is positioned correctly (angles covered), the ball will be shot directly at him/her. Therefore, it is of utmost importance to have a goalkeeper who knows where he/she is in relation to the cage and in relation to the player who has possession. The coach must present a visual picture of the angle that must be covered to successfully protect the goal mouth. A piece of rope 32 yards long can be used to demonstrate correct positioning. Each end of the rope is tied to a goalpost. The rope is then stretched to the edge of the circle. A triangle should be formed between the two goalposts and the point where the ball would be shot from the edge of the circle. As the ball or rope is moved around the edge of the circle, the goalie should be able to find the correct positioning for any shot in or around the circle. The goalie must position himself/herself to the point closest to the ball where he/she can comfortably cover the cage but at the same time have enough time to react to the shot (Figure 1).

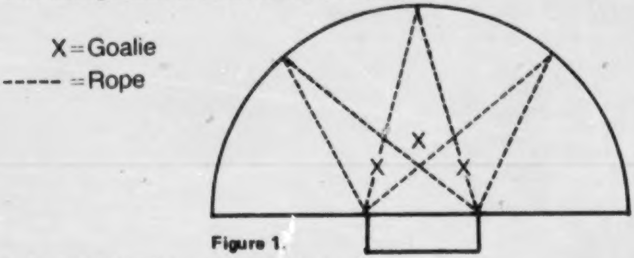


Figure 1.

The following drills are useful in practicing correct positioning in relation to the ball and cage.

1. The goalie must move around the goal mouth imagining that the position of the ball is coming from all points around the circle. He/she must slide step in a semicircle approximately five or six feet in front of the goal line with exception to low angles on the circle. The goalie now must position himself/herself in line with the goalpost by moving straight back so that he/she is not saving shots which would be going out of bounds. Performance of this drill can give a goalie a feel for the goal area, almost as if there were eyes in the back of his/her head (Figure 2).

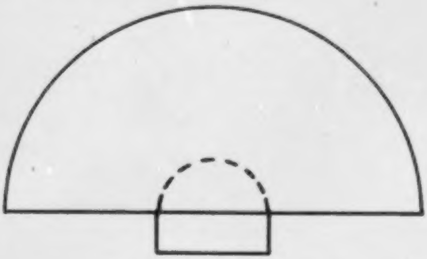


Figure 2.

2. Practice running out for a corner shot by starting behind the goal line and then getting into ready position to receive the shot. Have the corner shooter position himself/herself at several different places.

3. As the coach calls a number a ball is driven. The goalie must make a decisive and hard clear out of the circle. *As the goalie is returning* to ready position the next number is called (Figure 3).

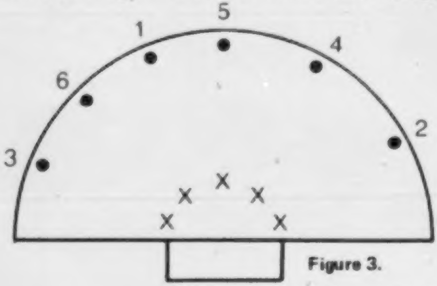


Figure 3.

4. In the same formation as the previous drill, the forwards can vary their distance to the goal and the type of shot taken. The coach must be sure that the goalie is not in a dangerous position before calling the next number.

5. Two forwards position themselves at the edge of the circle. They may pass back and forth repeatedly until they see an opening to shoot. The goalie must reposition with each pass so that the angle of a possible shot is covered.

Other Skills

The following drills are designed to help the goalkeeper improve kicking, using the stick and hand, and setting up his/her own attack.

1. Player drives balls toward the goalie, who must clear them the first time in any direction except straight back to the oncoming forward.

2. Player on the edge of the circle pushes the ball toward the goalie. The goalie must make a first-time clear between two cones (Figure 4).

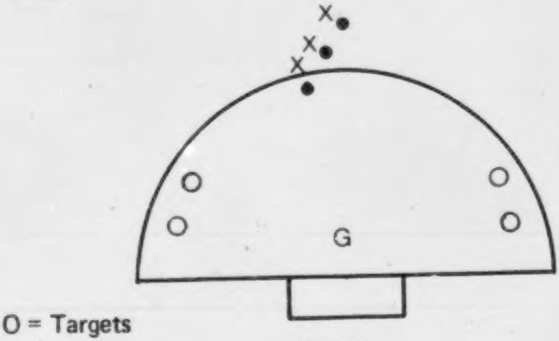


Figure 4.

3. Balls are centered from a point just inside the circle (right and left sides), and close to the end line, to a forward waiting near the penalty stroke mark. The goalie must either deflect the centered shot or be ready to defend the shot from the forward.

4. A passive defender stands at the top of the circle. One at a time, the forwards, each with a ball, dodge the dummy defender and go to goal. The goalkeeper must decide when to hold ground and when to leave and approach the forward to narrow the angle of the shot. The goalkeeper must watch for a loose dodge or loose dribble to gain possession before a shot can be taken.

5. As the practice progresses, allow the defender to become active. A cone is placed at the top of the circle. A forward must dodge the cone and immediately take a shot on goal. A second forward runs to goal as the shot is taken, trying to tip in the shot or pick up the goalkeeper's rebound.

6. A square push pass is given on the edge of the circle for another forward to first-time-it into the goal.

7. Player A gives a square pass to forward B on the top of the circle and then goes to goal to receive a return triangular pass from B. Player A must shoot immediately. Rush on goal can follow by B.

8. Series of penalty strokes should be taken during each practice session.

9. Allow the goalkeeper to participate in the team practice when playing 3 vs. 3. The goalie should have the use of his/her goalkeeping privileges. This teaches the goalkeeper when to commit to a player and timing for all aspects of his/her play.

Use of Soccer Tactics in Field Hockey

DIANE WRIGHT

Diane Wright is the field hockey coach at the University of Connecticut. During the past three years her teams have placed first in the Northeast and sixth in the nation in 1977. She was a player on the U.S. Team from 1971-75 and was its captain in 1974 and 1975. She was also USFHA Developmental Program Coach in 1976 and 1977.

Field hockey and soccer are very similar games. In field hockey a stick is the implement that moves the ball; in soccer it is the body, mainly the legs. Both games are played with 11 players on a similar size field. The offsides rule is identical (an offensive player must have two players of the opposing team between himself/herself and the goal when the player is ahead of the ball), so offensive movement is the same.

Actual technique varies because of the use of the stick in field hockey, but results of execution are similar. Passes may be directed along the ground or in the air–short along the ground for control, and long aerial passes for changing point of attack. Shooting range is similar; soccer does not have a striking circle, but the highest percentage of direct shots are scored within a 15-16 yard radius. Goalkeeping angles are nearly identical. Defensive principles in playing an opponent with the ball and without the ball are similar except that a field hockey player has stronger and weaker sides. The ball is always "free" to be taken; it is never held in absolute possession by a player in either game, although soccer players may use their bodies to shield the ball. Field hockey seems to be a bit more challenging because a player may not use the body to protect the ball.

Because of these similarities in play, offensive and defensive tactics can be similar. Field hockey has learned much from the evolution of many games, especially soccer. In the past 20 years, soccer has moved from a game of rigid positional structure to one of varied formations and more versatile player roles. Categories, rather than positions, include:

1. front players (strikers): spearheads of attack, free to move across the field
2. midfield players: combined offensive and defensive role; support the front players, mark an opponent or screen defensively
3. backs: responsible for marking an opponent or covering a zone; support offense on occasion.

Until 1954, most soccer teams lined up in a 5-3-2-1 formation (from front players to goalie). Hungary experimented with a 4-2-4-1 formation, designed to share the center half role between two midfielders; Brazil, with Pele at midfield, won the World Cup using this formation. The Brazil team was rather structured with this formation, but thus began the evolution of arranging players in varied formations and of interchanging positions. In the 1960s, the Italians used a free back or sweeperback in several formations very successfully (3-2-4-1-1, 3-3-3-1-1, and 4-2-3-1-1). By the 1970s, soccer teams freely changed formations during a contest depending on the strengths of opponents. Players are now coached to be more versatile, to react to space in the opposing defense, and to move and interchange positions freely.

Knowing the evolution of the game of soccer, one can see why field hockey has followed along the same path. Because of minimal scoring in both games coaches are constantly searching for methods to challenge the opposing defense. Men's field hockey in Europe followed the evolution of soccer quite closely, and the women's game is slowly adapting many soccer movements and tactics. Many of these movements are common in basketball and lacrosse in this country, although the terminology seems somewhat "foreign" at first. The game has been broken down into basic offensive and defensive principles that are progressively built into full team systems. Players can assume a variety of roles and be arranged in a variety of ways on the field for a particular purpose.

For means of comparison, the games have been categorized into three areas: offense, defense, and ball control technique. In each of these areas, tactics from soccer can be directly applied to field hockey.

Offense

The concept of passing and immediately moving into a space is the essence of the modern field hockey game. Often this becomes a simple give and go; other times the resulting cut may make the defense shift and therefore create a space elsewhere for another teammate (movement off the ball). The use of diagonal runs—or cuts on a diagonal angle—allows a player to receive the ball while moving at top speed and causes chaos in the opposing defense. Zone defenders must decide who should take the moving player and when, and marking defenders are generally cut out by the diagonal cut toward the ball. Once offensive players begin using diagonal runs, interchanging of positions becomes natural. If defenders hold a zone, offensive players can receive the ball at speed in between the defense or behind the defense; if the defenders follow the offensive players, spaces are created behind the cut. One-time passes speed up the effectiveness of give-and-go passing. Interceptions and defense in general become more difficult.

The aerial pass, a pass very common to soccer, is used often in the modern field hockey game. When field hockey defenses surround the player with the ball, the aerial ball can be used to go over the defense, causing them to drop back and spread out. Field hockey players should master a scoop or preferably a flick to propel the ball 15 to 30 yards in the air. This option in passing can open the game more like soccer.

The use of body and stick fakes has developed from soccer and other sports where 1 on 1 confrontations occur often. Lateral fakes with the body and stick, hesitations, and faking of passes will lead to more breakthroughs and more and better shots on goal.

Ball Control

The use of fakes is part of the development of better ball control skills. The ability to *look up* while carrying the ball is emphasized in soccer in order to take advantage of moving teammates and to increase the player's awareness of opponents. The greater awareness a player has when carrying the ball, the better a team player he/she becomes. Methods for developing comfortable ball control include the following:

1. ball juggling
2. 1 ball to each player drills—tag games
3. 1 vs 1 practices
4. small games (2 vs 1, 1 vs 2, 3 vs 1, 3 vs 2, 4 vs 2, etc.) placing limitations on the practices to accomplish specific purposes.
   Example: 3 vs 1 using only one-time passing to encourage immediate movement in support of the player with the ball.

In small game situations each player handles the ball often and is confronted by offensive and defensive challenges constantly. The player must play offense and defense and learns from the results of the decisions made in each situation. Stamina and concentration ability are also improved through these competitive games.

Defense

Defense principles of playing against an opponent with the ball and without the ball are very similar to soccer because of the similarity of passing in each game. Soccer employs sliding zones, combination defenses where the covering role is shared, and pressure player-to-player defenses. Once the basic principles of defense are learned, any of these systems can be applied to field hockey. The use of the sweeperback is sometimes effective in soccer, but it has had an even greater impact on field hockey. Because of the obstruction rule in field hockey, covering defenders must position deep enough to be able to play the ball in front of themselves. Defenders should not get caught turning and chasing the ball. Therefore, use of a sweeperback as the role-covering back—responsible for the space behind the player challenging for the ball and responsible for any free player who becomes a threat—has simplified roles in defense. As defenses have become more organized, they have become more secure.

As stated previously, many trends in the modern game of field hockey have been adopted from the game of soccer. Techniques, concepts and methods of training can be used to develop better ball control, awareness and game understanding. The result is more versatility in players and a less positionally structured game which is creative, challenging and exciting to play, to coach and to watch.

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Student Manager in Field Hockey

SUSAN GAVRON

Susan Gavron has her B.S. from Brockport State College, New York and her M.S. and doctorate from Indiana University, Bloomington. She has taught physical education at the junior high and high school level on Long Island and is presently an assistant professor at Bowling Green State University, Ohio with a specialization in adapted physical education. She is the coach of the Bowling Green women's varsity field hockey team.

There is an old axiom that states that behind every great man there is a great woman. So too, it might be said that behind every great coach is an efficient and organized student manager. Usually an unsung position, the status of the student manager has now become a more visible and integral aspect of intercollegiate sports. The student manager should be given the same respect the coach gives to each player.

Qualifications

The coach should consider the following qualifications when interviewing prospective candidates for the position of student manager.

1. Does the student have the time?
2. Will the student get along with faculty, coach and players?
3. Can the student make independent decisions?
4. Does the student have the skills to operate audiovisual equipment and to deal with the media?
5. Does the student have a valid driver's license?

Many students have the mistaken idea that a manager does not have to attend all practices and games or follow team policies. It should be impressed upon the prospective student manager that he/she might spend more hours than the athlete due to pre- and post-game responsibilities. The second aspect, one's ability to get along with people is an important qualification. The manager has a privileged relationship with the coach and players and may also be a liaison between coach and players if that role becomes necessary. Decision-making abilities and self-initiative in a manager enables the coach to concentrate on the major problems concerning the team. The student manager takes responsibility for things such as towels, refreshments, timepieces, game balls, etc. The key here is whether the manager can anticipate the needs of the athletes and the coach. Finally, the prospective manager may be asked to videotape games or practices, act as an announcer, keep statistics, and call in results to the local media outlets.

The coach should interview candidates for the job of student manager after announcing the opening in classes and advertising in the school newspaper. This process not only attracts students who are truly interested but gives status and visibility to the position of student manager which in the past has been reserved for the poorer skilled player.

Responsibilities

Once a student manager has been selected it is necessary for the coach to make very clear that team members are to help whenever possible. The student manager is not there to pick up everyone's dirty towels and paper cups. Once this relationship of the manager to the team is established, the coach can specify the responsibilities of the manager:

1. Collect information from each athlete so it will be available on out-of-town trips for the media and for medical emergencies. A player information profile (P.I.P.) on a 5 x 7 card is useful for this purpose.

Player Information Profile

Please PRINT all information!

Name ______________________________ SS# ____________

Home Address ______________________ Campus Address ______

____

Zip

Home Phone ________________________ Campus phone _______

Year in school Fr____ Jr____ College or division enrollment

Soph___ Sr____ ______________________________

High School graduated from Declared major ________________

______________________ Allergies ____________________

Number of years playing intercollegiate field hockey ____________

Number of years total playing experience ____________

Position played ______________________________

Height ____________

2. Know the quantity, condition and location of equipment and supplies to be used during the season. A card file is a good idea so one can find things quickly and have a record of equipment issued to players.

3. Have a copy of date, time, place, and mode of transportation for all matches. Be prepared to drive a second university vehicle.

4. Check field and locker room after all practices and games for equipment that may have been left by players.

5. Pre-game preparations: scorer's table, chairs, clocks, horns, scorebook, half time refreshments, game balls, corner flags.

6. Post-game responsibilities: collect game balls, corner flags, and scorebook; distribute towels to visiting teams; set up refreshments; summarize statistics; call in scores to local media and assist trainer with equipment if necessary.

Of course, these responsibilities can be outlined for any manager. What makes a manager outstanding is the ability to anticipate these things without a reminder from the coach. The manager who can anticipate the needs of the players and coach will become a respected member of the team.

New Skills

Since Title IX was enacted, women's sports have received increased media coverage. The student manager is often called upon to report game statistics and scores to local and school newspapers; this is especially true when on the road. Consequently, the student manager needs to know the game of field hockey and be able to chart shots on goal, penalty corners, and assists in scoring, among other things. By handling this responsibility the student manager frees the coach for interviews or other public relations functions immediately following a game.

Another new area for the student manager is the use of the computer, which is emerging as a method of keeping composite individual and team statistics. Student managers who can key punch or have basic knowledge of computer science will be a valuable asset.

One final aspect that relates to the manager is his/her relationship with the team trainer. It is important to build up a cooperative atmosphere between these two persons even though their status and relationship with team members is quite different. Thus, a full cycle of respect and communication is established between players, coach, trainer and manager.

The student manager is no longer a position that should be looked down upon. It requires responsibility, trustworthiness, decisiveness and common sense. A manager with the above capabilities will be a valuable asset to any team.

Nonverbal Communication

LINDA ARENA

Linda Arena has her B.S. and M.S. degrees from Brockport State College, New York. She is currently a doctoral candidate at Ohio State University, Columbus, Ohio in the physical education program. Linda has taught physical education at Hamburg Senior High School and served as a graduate assistant at Brockport State College. She is an instructor in the Significance of Human Movement Focus at Brockport State College. Linda has been a player for and president of the Buffalo and Finger Lakes Field Hockey Associations and is the coach of the Brockport State College Field Hockey Varsity Team.

More so than any other sport, field hockey cannot be played effectively without nonverbal communication. The American game of field hockey developed as a direct result of visiting teachers, guest coaches and touring teams from England. The long standing etiquette of English field hockey advocates that there be *no talking* between players during a game. Cheering on a teammate or calling out for the ball are not only frowned upon but considered inferior play.

The field hockey committee of the New York State Association of Intercollegiate Athletics for Women has in effect the following rule: "No coach may coach from the sidelines during game play." A coach heard talking to her players may be reprimanded, and even suspended from the game.

No talking. Yet field hockey is an extremely complicated team game in which communication must exist to win. The fine complex network of nonverbal communication that has developed in field hockey between teammates and between players and coach is fascinating to observe.

Synchrony

Effective team play flows. Deceptive passing forms connecting patterns from player to player down the entire width and length of the field. Anticipation sparks constant movement that forms a rhythm only an interception can break. Field hockey becomes indeed beautiful to watch.

Many aspects help create team harmony. It so often seems that by the end of a season, or by the time a large number of players are seniors, players on teams master a hidden code of their own. Coaches are reluctant to replace individual players because of a fear of how the total team play will be affected.

Skill

Players know each other's skill level. The better skilled a player is, the more reliable the player is to the team. A teammate knows that player's chances of executing the correct skill in the right situation and anticipates the player's behavior. When basic skill execution becomes autonomous, players are able to concentrate more on their teammates' positioning and what strategy is most viable for immediate use. Less attention needs to be given to the control of the ball as players are freed to play with others.

Positioning and Signaling

Where a player is positioned in relation to teammates indicates to a certain degree how that player can be used to play the ball. Basically three types of positioning give communication information to the player in possession of the ball.

The first is that of *set pieces.* For example, every team has its own way of lining up for the starting bully, to cover corners or to defend against a push-in. The particular strategy used by each team is selected to allow for certain offensive and defensive player strengths. For each set piece of game play, each player knows the area the player is expected to cover, and the area that will be covered by teammates.

A second type of positioning, sometimes referred to as *support,* occurs during the natural flow of the game. The player with the ball automatically picks up a player square on each side, and another that moves up behind the player as a backup. Defensively, a tackler picks up support from behind by teammates forming a triangle to cut off passing angles. A semicircle is made around free hits, and players seem to know exactly how close they have to be to each other to have a closed reach on the ball. All of this positioning seems to happen automatically, with each player able to keep one eye on the ball. This positioning is learned. If mastered, it happens in a game without verbal cues from anyone.

A third type of positioning involves *set plays.* During a game it is important that team plays be executed deceptively to be effective. Nonverbal signals are extremely important. Usually key people are pre-designated to select the particular play used for set pieces. For example, the person taking the push-in automatically is in charge of signaling to fellow players what the player plans to do with the ball. The same goes for the player taking a free hit, corner, bully, and so on.

It is also possible for the team captain or leader to designate a plan to the person with the ball. Players in a position to receive the ball may also signal a play to the person with the ball. Players often send signals indicating where they would like to receive the ball, or, by their movement, create space options for ball placement opportunities.

Types of signaling are numerous and can include the way the body is turned, the direction of the leading blade of the stick, a waving arm, head nod, or touching of a set body part.

Coaches give signals, too. By their movement, they constantly send messages to players on the field. The positioning of the coach is subject to variance throughout the game. No coach just sits on the sidelines. Each of the following positions taken by a coach has a definite effect on players:

- Stands or sits among nonplaying teammates
- Stands apart from nonplaying players
- Stands with spectators, stands alone
- Sits at the player bench,
    leaning back, relaxed
    leaning forward, hands at face
- Walks, following play up and down own half of the field
- Raises hands above head, crosses arms across chest
- Moves towards and stands next to the official
- Goes to the timers' and scorers' table
- Leaves the field

Certain players watch the coach on the sideline more than others. The tendency to glance at the coach's perception of the game or of one's own individual play is tempting. Captains and sideline players (wings) learn to watch the coach most often. Most coaches are probably unaware of the numerous messages they inadvertently convey to players from the sidelines. Although most coaches have learned to refrain from speaking with players on the field, they cannot hide their bodies.

Posture

Posture is partially related to position. Players often stand with one or both hands on their hips when waiting for the game to begin, displaying impatience to get started. During game play, if their stance is planted, it becomes a dead giveaway regarding how they will be able to play the ball. Mechanically, certain postures, especially head and hand positions, are important for efficient skill execution.

A coach's posture can convey a certain mood – authentic or acted. Kneeling and staring intently shows concern. Leaning forward combined with certain arm movements can convey determination. How a coach stands after a goal is scored for or against the coach's team can convey a variety of messages.

Expressions

Facial expressions are hard to see during a field hockey game. Players are at such a distance from the coach that they usually summarize facial expression with posture and position to interpret feeling. They thus gain a "content" aspect of the coach.

Players rarely look at the faces of each other on the field, primarily because they must watch both their opponents for marking purposes and the position of the ball. They tend to see sticks, feet and a ball rather than faces. Attention shifts sharply to faces when a goal is scored by a team, but remains shifted away if a goal is scored by opponents.

Coaches often say appropriate words during a pep talk or at halftime, but the real confidence they have in their team, the anxiety they have over the match, how much they want to win, and so on, slips through in quiet unspoken ways. A shaky pitch of voice, broken jerky body rhythm, avoidance of direct eye contact, tense folded arms – these and other manifestations are acutely picked up by players.

Next to the face, the hands are the most expressive part of the body. Yet field hockey players must always keep one hand on the stick; to hit, tackle and dodge, they usually need two. The position of their hands, however, can communicate. Experienced textbook players have hands together on a hit, apart for a push pass, and farther apart for a scoop. Taking one hand off signals an extended reach. Not so surprisingly, smart international players have learned to execute many skills with basically the same grip so as to disguise forthcoming tactics.

Conclusion

Not all nonverbal signals can be categorized or even counted. They do not even show up on game films. Hidden, and known only among the team, they remain with those who play, the players.

Occasionally the "no talking" rule in field hockey is broken by players and coaches, usually because of anxiety or frustration at a breakdown in the game's natural nonverbal code of communication. Players talk and shout when all else fails. But the essence of field hockey is play without words. Players and coach radiate stabilized messages that can be readily predicted by each other. They communicate because they "know." Ask any players or coaches. They may not be able to "tell" you, but any real team can show you.

Scoring the Goal

MARILYN BRADLEY

Marilyn Bradley graduated from Eastern Michigan University in 1973. She is now teaching physical education and health at Greenhills School, Ann Arbor, and is finishing a master's degree in guidance and counseling. Marilyn has coached field hockey for five years as well as basketball and softball.

This is a crucial time for women coaches and their athletes. In an era where roles are rapidly changing and women are becoming more aware of their potential, athletics seems to be a focal point in helping to bring recognition to women's competencies. Sometimes this awareness of the strength of the coaching field is so intense and overwhelming that it is easy for women to lose sight of the purpose of athletics. If we believe that athletics is an avenue that provides not only recognition but also physical fitness, discipline and fun as well as experiences which help to develop an individual's self-awareness, decision making, problem solving and ability to work with others, we must remember to take time and show patience with our athletes. We must continually remind ourselves that winning is not what determines our worth as a person.

In a society where winning seems to be the crucial sign of success, it is easy for external forces (failing a test, the feeling of having to prove oneself) to prevent athletes from reaching their full potential. Are our athletes inconsistent in their skill level, emotional outlook and/or self-esteem? Do we as coaches help perpetuate these feelings with our strong desire to help them become winners?

When we fail to win as a team, we, as coaches and athletes, take the loss personally and this can hurt our self-image and perception of future encounters. Maybe what we need is a more positive, individual emphasis. When we go out on the field during competition and practice time we need to think in terms of how we as individuals can meet personal needs and skills that will strengthen the team. Setting specific goals during a match or practice can make individuals feel like winners, keep their self-image positive, and reinforce their belief in themselves.[1]

Setting and Achieving Individual Goals

Many coaches try to set realistic team goals to work towards during the season. Each time we achieve one of these goals we feel satisfied, sometimes even ecstatic! Why not give our athletes the chance to create and meet individual goals that will kindle the same satisfaction and happiness after scrimmages or matches, no matter what the score is?

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[1] Chris Voelz, *Motivation in Coaching a Team Sport* (Washington, DC: National Association for Girls and Women in Sport, AAHPER, n.d.).

These goals must be individual and specific. Let's, for example, ask our hockey players to write down a personal goal they would like to realize during their first game. The only requirement is that the goal be stated in a positive way. I *will* as opposed to I *will not.* Each individual writes a personal goal, and the coach makes sure that the goal is realistic and specific. "I will score a goal" is not a well thought-out objective for a sweeper, nor is it specific enough for a left inner. If the left inner keeps the head down when shooting, a valid and attainable goal would be, "I will look up before I shoot." The goal concentrates on a correct skill pattern that the athlete has trouble with, and the ball does not have to make it into the goal cage for the player to be satisfied. If the ball does go in, it's icing on the cake.

Just stating the goal will not achieve it, although it will be a stepping stone toward self-appraisal, awareness and eventual success. In meeting the goal a number of methods can be used, and each individual should choose what works for her. Three ways to help attain the objective are through feeling, picturing, and verbally repeating the goal over and over.

If we physically practice the push pass 100 times, a certain percentage of them will be done accurately and will feel different from those done unsuccessfully. An athlete should try to remember what the successful passes felt like and be able to repeat that feeling. It is easy for some athletes to tap into the feel of a stroke and make their bodies respond that particular way time and time again. This can be a tool to speed up success and meet the athlete's specific goal.

When closing their eyes, many people are able to visualize a picture of themselves in any situation they choose. If the left inner is able to practice in her head – seeing herself look up, shooting for a goal and seeing the ball go into the cage – the player can program her body to react successfully in actual performance. In a sense, the player has already been in the situation, has seen herself successful, and therefore feels comfortable, practiced and confident when playing on the field in similar circumstances. The athlete should always visualize the final positive outcome: never stop with the shot, see the goal. Caution your athletes never to make a mistake in their picturing. If they do, they should stop the process and start the visualization again.

For athletes who do not achieve their goals by using one of the above-mentioned methods, a third technique can be tried – verbally repeating the goal to themselves during playing time. They should try to make the goal concise so it is easy to remember and repeat: "I will look up before I shoot. I will look up before I shoot." If the left inner's brain records that message enough times, the player will soon look up before shooting.

This repetition technique may also be helpful when a player or team is psyched out for any of numerous reasons. For example, a personal problem nagging an athlete may be detrimental to the athlete and team. Or a team goes into a game feeling that the opponents look like "giants" or are incredibly fast, so the team may already be beaten. Their minds can be taken off all such problems by repeating a positive statement which will free them to play their own game.

Specific Goals

The following are examples of goals to be felt, visualized or repeated:

I will keep my head over the ball and follow it all the way out of the circle.

I will keep my eye on the ball while clearing to the sideline.

I will use a flat pass when the defense is hanging back.

I will hit through the middle of the ball.

I will flick for goal.

I will watch the ball hit my stick.

I will cut for the ball.

I will make spaces by drawing my defense players with me.

I will keep my stick on the ground.

I will keep my feet facing my goal.

I will mark my right wing player to player in the circle.

Sound like what the coach says? The difference is that your hockey player has analyzed her own error or weakness and found a way to solve it. She can now change her skill patterns and how she thinks as an athlete. The choice is hers; if she makes a conscious effort to meet her goal she will find success, and this may be the beginning of self-motivation.

If a team of 11 players can all leave the field meeting a personal goal, who has won the game? Chances are your team played better than ever, and if you put the ball in the cage more than the other team, that is just an extra bonus. It may be a bit optimistic to think everyone will meet her goal during one game; however, understanding and discussing why an athlete did not attain her goal is also a worthwhile learning experience. Maybe the specifics of the goal were wrong. The left inner, her friends and the coach now realize that her left shoulder is never facing the goal cage, so. . .change the goal. Maybe she was closely marked and never was open to receive a pass thus losing her chance to look up before shooting. Why did that happen? How can we work on being free? Maybe it will take more than one game or practice to reach the goal; an athlete must try it again until accomplishing it. Eventually, however, the player will meet the goal and feel satisfied and want to work on a new skill or strategy.

It is interesting to lose a game and have your athletes come off the field smiling, feeling good, sharing in each other's personal goals and victories, and really knowing they are better hockey players and a better team than they were the game before. Winning is not everything; however, feeling like a winning individual is an attitude everyone wants to attain.

If we care about our athletes as individuals, we will want to help them help themselves in discovering their identifies. If we proclaim athletics is an avenue to such learning experiences, goal setting, in particular may help us meet these objectives. Moreover, goal setting does not have to stop on the playing field but can become a way of succeeding throughout life because it promotes continual positive thinking and self-awareness. So now coach. . .repeat after me:

> We will have successful teams made up of individuals who analyze themselves, as they will throughout life, in the perceptive goals they set and meet.

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Ethics and the Athletic Experience

FRAN KOENIG

Fran Koenig has coached field hockey at Michigan State University for four years and basketball at Central Michigan University for five years. Ms. Koenig is presently the Women's Athletic Director at Central Michigan University and the AIAW Representative for Region Five. She is a past president of NAGWS and in June 1978 she will become the AIAW Ethics and Eligibility Chairperson.

Sport opportunities for girls and women have tripled or quadrupled in the last decade. It might be questioned whether concern for ethical behavior by student-athletes, coaches and athletic administrators has kept pace with that growth. Because the topic of ethics might be approached differently for each of these groups, I would like to address my remarks first to the competitor, and later to those who coach the competitors and administer the athletic program.

To begin, we should perhaps define *ethics.* Ethics is a set of principles that guide our actions as we deal with others. Certain actions are either right or wrong, good or bad, fair or unfair. *Competition ethics* are actions or behaviors of people involved in competition as they interrelate with one another during the game or practice, i.e., relationships between player and teammate, player and opponent, coach and player, player and official, coach and official, and so on.

Ethics for Competitors

How do we know, in a particular situation, whether our actions are good or right? Occasionally the answer is clear. For instance, behavior dictated by written rules presents few problems. It is illegal to obstruct or push according to field hockey rules, and therefore, any time a player pushes an opponent, there is no question whether the action is right or wrong. However, not everything is so clearly black or white. How would you, as a player, answer these questions, for example?

1. Is it ethical, following a struggle with an opponent to secure possession of a ball which eventually crosses the side-line, to grab the ball before the umpire's signal and attempt to push it in when you know you touched it last?
2. What would you do if the umpire signals a goal and you, as an offensive player, knew the ball went into the goal through a loose net at the side of the goal cage?
3. What would you do if you were a sweeper involved in play near the goal line where six or seven players are trying to either score

or clear the ball, and you saw your goalkeeper kick the ball back out onto the field of play after it was two or three inches over the line?

4. What if you are an offensive player who advances the ball across the goal line, and the umpire signals a goal?
5. Is it unethical to limp and hop around, after being hit in the knee with a driven ball, for a longer time than necessary, to give your team some rest?
6. As the timer gets up from the table near the end of the half and moves slowly toward the umpire, the defensive team, on three occasions, comes out too soon on a penalty corner, causing the umpire to order the corner to be taken again. Good strategy?
7. After you try to stop a hard hit shot on goal which misses the cage, the umpire calls a 16-yard hit and you know your stick deflected the ball. Do you take the hit?
8. If you know that your very fast-playing opponent gets psyched out by having to change pace in the game, do you think it is right to capitalize on that knowledge and deliberately take your time in getting over the endline on corners?

I don't know how you would answer these questions, but each involves ethical judgment on your part. Most players have no neat packages of standards to solve all questions of conduct in a field or on a court, but there are criteria which might be valuable in determining the ethics of your actions in any competitive sport situation. I suggest that you ask yourself:

1. Will my intended action be consistent with the written rules of the sport and the rules of my team and coach?
2. Will my intended action be consistent with the spirit of the rules?
3. Will my actions be in the best interests of the sport, or will it make people think field hockey is unsuitable for girls and women?
4. Will my intended action be one I would be proud to stand by in a parallel situation outside the setting of competitive sports? (For example: Would I be willing to talk to my mother in a manner similar to the way I intend to talk to an official?)
5. Am I considering other human beings around me?
    a. Am I respecting human dignity?
    b. Is my self-respect and respect for others balanced, or do I value one so far above the other that I debase myself, my teammate or my opponent?
    c. Am I considering both the rights of the individual and the group?

In short, if your behavior:

- is consistent with written rules
- is consistent with the spirit of the rules

- is in the best interests of the sport
- is such that you would be proud to stand by it in a non-sports situation, and
- takes *others* into consideration,

you can be relatively sure that it is good or right.

And that's the action you should take, no matter what pressures you get from teammates, coach or spectators to do otherwise.

Ethics for Coaches and Athletic Administrators

As we women get into interscholastic and intercollegiate league and tournament play, it is easy to get caught up in the win syndrome – and then rationalization sets in! On occasion, we find we are able to assure ourselves that what we did was right because our particular situation was different, and therefore it was okay to bend a particular rule or deviate slightly from a long-held philosophical belief.

For example, you and I have always said that a player who has been hurt should not be permitted to play under any circumstances. Suppose your star player – one around whom your offense revolves – has a knee injury. The sports medicine staff has examined her and has told you that while the athlete can do no further damage to the knee by playing, she will experience pain if she participates. The trainer leaves the decision, as to whether or not she will play, up to you. What would you do? Would you let her play knowing the pain will increase? Would you ask the player to make the decision? Would you consult her parents? What *is* the ethical thing to do?

Is this a "black or white", "right or wrong" decision – or is this in the gray area? Is this situation "different" from others? Does it cause you to "modify" your philosophical position?

You and I have also said that the official's decision is final, and is to be upheld. Suppose you believe an official is incompetent? What, if anything, do you say to your players in that case? If you say nothing, what will be your response if a player specifically asks what you think of the officiating? If you are teaching in a school or college that offers a course in officiating, should you objectively discuss the officiating of a particular game when some of the class members are also players on the intercollegiate team?

Those of us who coach also must face up to other questions. Should we, for example, teach players to use "honor calls" when they foul, or do we tell them to "play to the whistle?" Does this vary from sport to sport? Are "honor calls" equally ethical in volleyball, field hockey, basketball and tennis? How do we explain the discrepancy between sports to the players?

Is it ethical to confuse the opponent through psychological techniques as well as through skill techniques? For instance, at the start of the half, have you ever kept your team in a huddle until after your opponents were on the field solely to make them think you were still giving instructions?

If the umpire makes a mistake that benefits your team, would you speak up? For example, in regular season play, with just under 30 seconds to go, a novice field hockey official gives your team a penalty stroke for a foul that you and the other coach both know should have been penalized by a penalty corner. Your team scores and play is resumed at center. The final score is 2-1 in favor of your team. Should you point out the error to your captain? What would you expect her to do? Would your actions be any different if the game were the first match of the regional championship?

If a game is being played contrary to your ethical beliefs, would you withdraw your team and forfeit the contest, or is that action unethical in itself?

As I think about these questions, I become increasingly convinced that the ethics of competition should be a topic of discussion at more coaches meetings and workshops and in more classes. There is a definite right and wrong in some instances, but the majority of situations fall into gray areas. If you and I, as coaches or athletic administrators, sit down and discuss the issues, we may be able to synthesize our ideas and arrive at ethical answers with which we can be happy.

As an athletic administrator, I feel my coaches are also obligated to discuss ethics with their players, for while sports programs provide experiences to exercise ethical judgments, they do not provide the direction for those behaviors. For years those of us in physical education and athletics have claimed that sports participation teaches sportsmanship, but it is possible to teach poor, as well as good, sportsmanship. Only as we feel responsible for teaching ethics, can we hope to give full meaning to the sports experience we provide for the young people with whom we work.

We must be ready to take time from our already-crowded practice sessions to discuss not only the rules, but the spirit of them. If we are going to teach ethics as well as skills and strategies, we have to point out to players some situations they can expect to encounter in which moral decisions will have to be made. We must then mention possible alternative responses the players could make, and talk about the ethical ramifications inherent in each of the several responses. After the consequences are explored, a decision must be made in regard to expected behavior. Often this can be a group decision – a team ethic.

Ultimately, players should be able to make generalizations about specific actions. . .this is right; that is wrong; this is fair; that is questionable; this is cheating, and so forth. The next and final step is to synthesize generalizations into a philosophy; for example, it is right if an opponent's self-respect is not hurt, or it is good if the interests of both the individual and the team are taken into consideration.

Instilling ethics is not quite as easy as teaching a flick, a tackle or an offensive move, but it is far more important than a collection of rules, skills and strategies in helping to make competition a beautiful experience that frees us to achieve personal satisfaction through sports.

Rhymes and Reasons for Obstruction

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Field hockey is a game of fast and complex play
With rules to help guide and control the player's way.
Of all the many fouls an official may call,
Obstruction, it seems, is most common of all.

The call of SIMPLE obstruction most often takes place
When the player with the ball changes running pace.
This player comes between the opponent and the ball,
So the opponent, blocked out, can't play it at all.

Another type of obstruction causes delay
When a stick is moved into an opponent's way.
STICK obstruction is not caused by a deflection,
But by pointing one's feet in the wrong direction.

SHOULDER obstruction may result from lazy feet
As a player catches up after being beat.
The player catching up dips a shoulder too low,
So that shoulder is placed between the ball and foe.

To be a good player who's considered an ace,
One must be able to cut to the proper place.
Because if one runs between opponent and ball,
The game will stop with a RUNNING obstruction call.

THIRD MAN obstruction takes more than two to create
Like when one player moves to block for a teammate.
These two players make a screen in front of their foe
Which does not allow space for the player to go.

Although field hockey is a game of much running,
To avoid an obstruction one must be cunning.
The penalty for obstructions of any kind
May tend to place the team that fouled in a bind.

The official whistles and stops play for a bit
If in midfield, the fouled team receives a free hit.
In the striking zone, a corner is the reward
Which often results in goals being scored.

If one keeps the stick performing its proper role
With both feet pointing toward the attacking goal,
And remember to move for the oncoming ball,
Then one makes no obstruction at all.

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Unit Plan	$1.00	$1.50	______	______
Tactics in Indoor Hockey by Horst Wein	$1.50	$2.00	______	______
1977 International Rules Book – (limited supply)	$1.00	$1.00	______	______
1977 School Girl Rules Book (50¢ extra for 1st Class)	$1.00	$1.00	______	______
Hints for Umpires – Published by AEWFA.	$1.00	$1.00	______	______

TOTAL AMOUNT DUE ________

PLEASE PRINT OR TYPE BELOW WHERE THIS ORDER IS TO BE SENT:

NAME ______________________ SCHOOL OR COLLEGE ____________

ADDRESS ____________ CITY ________ STATE ________ ZIP ________

USFHA Film Service

In Season Films (August 1–December 1)

	Members' Fee	*Nonmembers' Fee*
**Edinburgh '75*	$20.00/day	$25.00/day
**Let's Play Hockey* (#2)	$12.00/day	$15.00/day
**Women's Hockey: Know the Game (Umpiring)*	$20.00/day	$25.00/day
U.S.A. vs. England (1962, Wembley)	$10.00/day	$15.00/day
Hockey, Improve Your Game	$7.50/day	$10.00/day
Hockey Strokes	$7.50/day	$10.00/day
U.S.A. vs. Germany (1963 Conference)	$7.50/day	$10.00/day
Goalkeeping Techniques	$3.50/day	$5.00/day

Off Season Films (December 1–July 31)

**Edinburgh '75*	$20.00/day No weekly fee for this film.	$25.00/day
**Let's Play Hockey* (#2)	$10.00/day $20.00/week	$12.50/day $25.00/week
**Women's Hockey: Know the Game (Umpiring)*	$18.00/day $50.00/week	$23.00/day $60.00/week
U.S.A. vs. England (1962, Wembley)	$7.50/day $17.50/week	$10.00/day $25.00/week
Goalkeeping Techniques	$3.00/day $7.50/week	$4.00/day $10.00/week
All Others	$5.00/day $12.50/week	$7.50/day $17.50/week

NOTE: During the "in season" no organization/school/camp may rent a film for an entire week, unless they pay the per day fee. This enables each film to circulate as much as possible.

Please contact the film distributor nearest you for further information and to place orders.

NE, NA, PHIL, SE, ME, GI, MW, & NC – Bea Toner, President,
USFHA, 20 Wendell
Street, Hempstead, NY
11550

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*These films are available only through the USFHA Executive Secretary. Place orders directly with her.

ROCKY MTS. – Chris Bartlett, 2509 South Madison, Denver, CO 80210
PNW & PSW – Alice Bond, 620 North C Street, Tacoma, WA 98403

Films for the advanced coach may be rented or purchased from the U.S. Soccer Federation, 350 Fifth Ave., Suite 4010, New York, NY 10001, phone 212-565-4158. The films are about soccer technique but are applicable to hockey strategy. Particularly appropriate for hockey are *Creating Space, Support in Attack,* and *Key Factors in Defensive Play.*

Filmstrips

Field Hockey – 35 mm. si., b&w. Sale $6.75. Compiled by Marjorie Pollard, approved by the All-England Women's Hockey Association. Shows position of body and movement of the stick while driving the ball, dribbling, receiving, and stopping the ball; push and scoop strokes. Distributor: Sportshelf, Box 634, New Rochelle, NY 10802.

Loop Films

The following loop films were produced in cooperation with USFHA. Consultants: Grace Robertson and Betty Shellenberger. Demonstrators: Robin Cash, Patricia Davis, and Suzanne Honeysett. Sale $22.95 ea. Distributor: Athletic Institute, 705 Merchandise Mart, Chicago, IL 60654.

S-1 Stick Handling – Dribbling
S-2 Fielding
S-3 Drive – Drive to the Left
S-4 Reverse Stick Drive – Drive to the Right
S-5 Pull to Left Dodge – Scoop Dodge
S-6 Dodge to Non-Stick Side – Reverse Stick Dodge
S-7 Push Stroke – Flick Stroke
S-8 Passing – Flat Pass, Leading Pass, Through Pass, Triangular Pass
S-9 Straight In Tackle – Circular Tackle
S-10 Two Hand Tackle from Left – Left Hand Lunge Tackle
S-11 Goal Tending – Stance – Stop and Clear
S-12 Goal Tending – Clear on the Fly – Lunge Stop

Towers Visual Aids produced the following series of loop films which come with accompanying, descriptive cassette tapes. Jackie Westervelt, coach of many U.S. squad teams, and Margot Cunningham, former U.S. player, produced and photographed the films. All films are Super 8 and available from Towers Visual Aids, 266 Wilde Ave., Drexel Hill, PA 19026, phone 215-CL9-9014.

1. Continental style stickwork and demonstration of dodges and practice patterns. 10 min.
2. Stickwork techniques as demonstrated by Richard Kentwell, coach of the Men's National Team, 1975, and one of the Men's National Squad. 8 min.
3. Goalkeeper film. 10 min.
4. Sideline, bench and pressure drills with competitive games to reinforce learned techniques, 15 min.
5. Use of open space – 2v1, 3v1, etc. 10 min.

UMPIRING

USFHA NATIONAL UMPIRING COMMITTEE – 1978

ELLEN HAWVER, *Chairperson,* 63 City View Drive, Rochester, NY 14625
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PATRICIA HAYES, 486 Pilgrim, Birmingham, MI 48009
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AUDREY ERICKSON, 48 Meadow Lane, Westbury, NY 11590
LAUREN ANDERSON, 102 W. Prospect Street, New Haven, CT 06505
EMILY J. MAGOON, 25 Front Street, Marblehead, MA 01945
MARY LOU THORNBURG, 64 Carey, Needham, MA 02192
LAURIE SHERRILL, 8996 Burke Avenue, South Gate, CA 90290
JOAN KEYSER, 244 Colmer Drive, King of Prussia, PA 19406
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RUTH KOENIGSBURG, 758 Azalea Drive, Rockville, MD 20850
AGNES STEGMUELLER, 27 Jeffreys Road, Aldan, PA 19018
MARGERY WATSON, Box 8, Merlin Road, Kimberton, PA 19442

Sectional Umpiring Chairpersons

GREAT LAKES – Pat Hayes, 486 Pilgrim, Birmingham, MI 48010
MID-ATLANTIC – Sandy Coover, 31 Auburn Dr., New Castle, DE 19720
MIDEAST – Sally Wilkens, 63 City View Dr., Rochester, NY 14625
MIDWEST – Pat Adams, 501 Fifth St., East Altna, IL 62034
NEW ATLANTIC – Jane Norris, 36 Reservoir Rd., Parsyspany, NJ 07054
NORTH CENTRAL – Carl Karps, 310 N. 68th St., Wauwatosa, WI 52213
NORTHEAST – Lauren Anderson, 102 W. Prospect St., New Haven, CT 06505
PACIFIC NORTHWEST – Sue Moe, 2890 Olive St., Eugene, OR 97405
PACIFIC SOUTHWEST – Jody Johnston, 1095 Stoneridge Rd., El Cajon, CA 92021
PHILADELPHIA – Eleanor Hess, 302 N. Chester Rd.,Swarthmore, PA 19081
SOUTHEAST – Lanette Ware, Box 9563, PED, Hollis College, VA 24020
COLORADO CLUB – Peg Heimbrook, POB 1198, Windsor, CO 80550
OKLAHOMA – Barbara J. Cleveland, 4112 Apollo Dr., Oklahoma City, OK 73129
TEXAS CLUB – Pam Behrens, 6558 Dykes Way, Dallas, TX 75230

USFHA Umpiring Ratings

USFHA UMPIRING COMMITTEE

The grading of umpires is designed to permit those interested in the area of officiating to progress and receive recognition of their skill in umpiring. Just as the player has several levels at which to display her ability, so the umpire has a goal toward which she can work. It is the purpose of this article to set forth and clarify the classification of umpires of field hockey in the United States.

There are five classifications of officials' ratings offered by the USFHA:

National
Sectional
Local
Apprentice
Intramural

All rated officials shall be members of the USFHA in one of the following categories:

1--Member of an active club or USFHA college division team
2–Honorary member of the USFHA
3–Sustaining member of the USFHA
4–Umpiring member of the USFHA
5–Recipient of the USFHA Honorary Umpire Award
6–Life member of the USFHA
7–Undergraduate student in a USFHA allied school or college.

Expiration date of all ratings is December 31.

In order to secure a rating, apply to the Umpiring Chairman of the nearest local association or club. If no such local association or club exists within a reasonable distance, apply to the Sectional or National Umpiring Chairman.

If several individuals within an area, college or school are interested in securing USFHA ratings, the USFHA Umpiring Committee will make every effort to assist by sending umpires to set up clinics.

USFHA HONORARY UMPIRES

1. The candidate must be a USFHA National umpire and currently hold an active rating at the conclusion of ten years. During the minimum ten-year period, the candidate must have been actively and successfully officiating. At the conclusion of the minimum ten-year period, or at a later date, the candidate must be reexamined at a national tournament. At this reexamination she will be judged according to National umpiring standards and requirements.

2. In addition to the above, the candidate must qualify under at least five of the following:
   a. Member of USFHA Umpiring Committee for a minimum of three years.
   b. Chairperson of the USFHA Umpiring Committee.
   c. Judge at national tournament for at least five years.
   d. Sectional and/or local umpiring chairman.
   e. Member of sectional and/or local umpiring committee for at least ten years.
   f. Umpire at international matches.
   g. Exceptional service in promoting USFHA umpiring at the national, sectional or local level.
   h. Unusual meritorious service by an individual.
3. The USFHA Umpiring Committee shall review eligible candidates whose names shall be sent to their sections for review and recommendation.
4. Candidates receiving endorsement from their sections and successfully passing the USFHA National umpire requirements shall have their names submitted to the USFHA Board of Directors.

AWARDS

A USFHA Honorary umpire shall be awarded a gold pin and a certificate symbolic of the award.

(This award and recognition shall not be considered a rating.)

NATIONAL RATINGS

Initial Rating

The candidate shall –

1. Hold a Sectional rating for at least two years.
2. Be recommended at a sectional tournament by a 2/3 vote of the members of the sectional umpiring committee who hold a National rating.
3. Receive a grade of at least 90 percent on the current written examination.
4. Umpire at least two full games at the national tournament on two different days of the tournament.
5. Be approved by at least six members of the USFHA Umpiring Committee.

Renewals

The National official shall –

1. Receive a grade of at least 90 percent on the current written examination.

2. Be reexamined at a National tournament "or an Inter-sectional Weekend" within four years of the original rating in order to retain active status.
3. After the first renewal, the subsequent renewals shall be within a six year period and at a national tournament "or an Inter-Sectional Weekend" in order to retain active status.
4. Be approved by at least six National officials recommended by the National Umpiring chairperson.
5. Receive a Sectional rating for failure to meet National standards and be rerated by her Section the following year.
6. Forfeit the right to any additional years on her current rating when she decides on a renewal.

The USFHA shall award a National umpire a gold pin, an emblem and a certificate symbolic of the rating.

Examination Fee

No fees shall be charged for any practical examination on the National level. Written examinations for National umpires shall be given by the local association, umpiring center, or sectional umpiring committee, and fees shall be retained by the examining body.

SECTIONAL RATINGS

The Sectional A official shall –

1. Have held a Local rating for at least two years.
2. Receive a grade of at least 90 percent on the current written examination.
3. Be approved by a minimum of four judges, all of whom must hold at least a Sectional rating. Before rating the candidate each judge shall have observed the candidate in not less than one full-time game or its equivalent at a sectional tournament, "an Inter-sectional Weekend", a sectional game or a sectional umpiring clinic, providing association teams are in the game.
4. After holding a rating for a two-year period, she shall be reexamined every four years.

Awards

A certificate symbolic of the rating for Sectional umpires shall be awarded. An emblem may be purchased.

LOCAL RATINGS

The Local official shall –

1. Be approved by two rated umpires, both of whom shall hold at least a Local rating. To rate a candidate, each judge shall observe

the candidate in not less than one full-time official game or its equivalent.
2. Receive a grade of at least 80 percent on the current written examination.
3. After holding a rating for two two-year periods shall be examined every four years.

Apprentice Ratings

The Apprentice official shall –

1. Be approved by two rated umpires, both of whom hold at least a Local rating.
2. Receive a grade of at least 70 percent on the current written examination.
3. Be reexamined every year.

Awards

A certificate symbolic of the rating for Local and Apprentice umpires shall be awarded. An emblem may be purchased.

Intramural Ratings

The intramural official shall –

1. Be approved during an intramural game by a rated official, where possible, or by her physical education teacher and adjudged capable of controlling an intramural game.
2. Receive a grade of at least 70 percent on the current intramural written examination.

Awards

Upon receipt of a report form from the school the local umpiring chairperson will award a card symbolic of the rating. An emblem may be purchased. The rating will expire when the girl graduates or in one year, whichever occurs first.

Examination Fees

No fees will be charged for the administration of this rating.

Fees

An intramural official may accept no fees for officiating. She may only officiate games in her own school.

Sectional and Local Examination Fees

1. The minimum fee for all written examinations (new and renewal) shall be $1.00

2. The minimum fee for all practical examinations (new, renewal, or retrial) shall be $1.00.
3. The fee shall be collected by the local umpiring committee, umpiring center or sectional umpiring committee administering the examination.
4. Directive for using standard and apprentice exams:

There are two exams that may be taken in field hockey as of 1977.

a. *Standard* – used for any candidates for National, Sectional and Local ratings.

It may still be taken using either the International Rules or the School Girl Rules by indicating at the top of the answer sheet how you wish to take it.

If you fail the standard exam, you *may not* take the apprentice exam.

b. *Apprentice* – primarily for beginning officials and those taking the hockey exam for the first time. A person who passes this exam and goes on to take the practical exam, may only become an apprentice official (even if performance on the field is above this level). As an apprentice rating has to be renewed in a year's time, a person would have a chance to get a higher rating the following year by taking the standard exam and practical.

c. *Scoring* –

Apprentice	70 or over in either exam
Local	80 or over in Standard exam
Sectional	90 or over in Standard exam
National	90 or over in Standard exam

d. *Renewals* –
Apprentice – every year until attain a Local
Local – every two years until renewed twice, then every four years
Sectional – after holding this rating for two years, be re-examined every four years
National – after holding this rating for a four year period, be re-examined every six years

e. *Intramural* – 70% on the current Intramural written exam or on the Apprentice exam. Usually given to high school students judged capable of controlling an intramural game. Good for one year or until girl graduates, whichever occurs first. There is no charge for the exam, and the official may not accept fees for these games that she may only do in her own school.

New Levels of Umpiring

EMILY MAGOON

Emily Magoon received her B.S. degree in physical education from Skidmore College, Saratoga Springs, New York and her M.Ed. and Ed.D. from Boston University, Boston, Massachusetts, where she teaches. She has been chairperson of the North East Section, is an honorary member of that organization and has served as its Umpiring and Selection chairperson. A National honorary umpire, she is past chairperson of the National Umpiring Committee, acting as consulting editor for the **Official Schoolgirl Rules**, *first published in 1975. She was the Tour Umpire for the U.S. Team at the World Championships in Edinburgh in 1975, and she runs the umpiring program at the Merestead Hockey and Lacrosse Camp in Maine.*

Levels of Officiating

These guidelines for judging levels of umpiring have been updated to follow the new levels of umpiring that were adopted in the fall of 1975, in line with other sports. They should serve as a guide for umpire and judge alike and have evolved from many discussions with and suggestions from other judges and umpires.

Apprentice umpires should be able to control the game calmly and firmly. They should be able to recognize most fouls: sticks, advancing, dangerous hits, simple obstruction such as turning on the ball and running between an opponent and the ball, causing the opponent to break stride. They should be able to award free hits, push-ins, corners and defense hits in the correct manner. Their whistle, arm signals and voice should be clear and definite. They should position themselves in order to see the ball and fouls (including offsides) at all times. For beginning umpires *control* is the most important factor.

Local umpires, in addition to the above, should be able to put the advantage rule into effect in obvious situations. Their arm signals should be correct at all times, and their positioning should be precise to enable them to see all offsides and fouls in the circle. They should be able to give the correct decision as to which player touched the ball last when the ball goes out of bounds off two sticks. They should be able to recognize most types of obstruction, such as shoulder and stick, and the majority of offsides. They should have good voice and whistle effectiveness.

Sectional umpires allow the game to run smoothly and safely because of their ability to apply the advantage rule more consistently. They should recognize more complicated forms of obstruction, such as third man, being within playing distance of the ball and offsides, and should ably control circle play. Their positioning should be flexible so the ball is kept in sight at all times, with excellent anticipation. Their ability to control and adapt to any level of game at which they are officiating should be firm and calm. Their signals should be sharp, quick, and clear to all, and use very few words. *Consistency* is all important, while smooth whistle-holding increases the enjoyment of the players.

National officials should be the epitome of umpires! Perfect control of any level or speed of game is essential. When a Sectional umpire is sharp, alert, fast, and on top of the game at all times with subtle whistle-holding techniques, she should be encouraged to upgrade her rating and get as much practice in top level play umpiring as possible. A National umpire allows the game to *flow*, thus providing enjoyment for both players and spectators.

This is the standard of excellence toward which all umpires should strive. It is hoped that umpires are able to accept constructive criticism and to apply it with the diligence that will bring the satisfaction of a job well done.

Both Sectional and National officials should be thoroughly knowledgeable in both the International and Schoolgirl Rules, and so should any Local official who wishes to upgrade.

Intramural rating is available for high school students who are interested in helping their high schools with intramural games. They can go on to become Apprentice and/or Local umpires upon graduation from high school. They should be able to control the game and to see simple fouls as well as to have a firm whistle and arm signals.

Hints on Umpiring Techniques

EMILY J. MAGOON
Revised by FRIEDA KITAK

The following suggestions for and techniques of umpiring are directed to the beginning and local level umpire whose officiating of schoolgirl games will raise many questions in her mind. It is hoped that situations not spelled out in the official rules will be covered here and will serve as a guide and reference.

Attributes

A good hockey official has a thorough knowledge of the rules, a sense of concentration and anticipation, decisiveness, speed, good positioning, impartiality, adaptability, a relaxed manner and the ability to make the game fun for all.

Strict control during the first few moments of the game keeps the game flowing without dangerous and rough play, sets the proper tone and lets the players know that fouls will be penalized. Only by frequent umpiring will the official learn the amount of control to apply and the extent to which she should use the advantage rule; to overofficiate can be as shattering to players as to underofficiate.

The following items are necessary:

1. A loud, clear-toned whistle on a lanyard worn around the neck
2. A coin for tossing and a current rulebook
3. Paper and pencil for marking the score
4. A watch with sweep secondhand if necessary to time
5. Cleated shoes and a full, dark skirt (preferably in contrast to the two teams' uniforms)
6. A white jacket, sweater, windbreaker, or shirt, or a vertically striped black and white windbreaker or shirt to distinguish the umpire from the players and spectators. The majority opinion of the USFHA Umpiring Committee has been that a white jacket be worn during club, sectional and international matches. When a black and white striped jacket is to be worn, both umpires should *mutually agree* to wear them for the same game.
7. A visor or sunglasses
8. An extra game ball

Pregame Procedures

1. Arrive at least 15 minutes before the game. Let the school know if you are unable to be there or if you will be late.
2. Discuss with the other umpire the area of the field to be covered by you and cooperate with her.

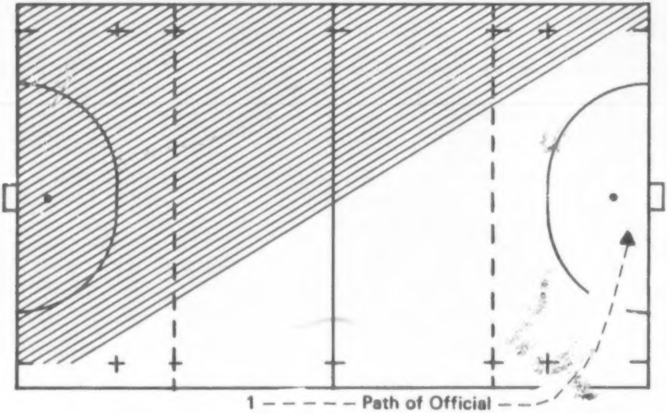

Figure 1.

3. Call captains together and toss coin for choice of ends. Suggest that captains ask any questions at halftime. Make sure coaches have mutually agreed to length of halves and upon substitution only at halves or in case of injury; or if the Official Schoolgirl Rules are used, make clear which substitution rule is in effect in their league.
4. Examine markings on field, placement of goals and securing of nets. If they do not meet specifications, suggest tactfully that changes be made before the next game.
5. Make sure leather or plastic game balls are used for the match.
6. Examine players' sticks occasionally for splinters or overtaping.
7. Insist on pinnies, including one for the goalie, if teams' uniforms are at all similar.
8. Be firm about substitutions, reentry, tie games and appeals when umpiring league or conference games. When you contract to do a game, make sure you are aware of any league rules that may differ from the USFHA-NAGWS rules, and be prepared to point out, where necessary, any deviations that may be harmful to either the players or the spirit of the game. A suggested method of tiebreaking, if necessary to declare the winner of a play-off game, would be by keeping track of penalty corners and corners or the amount of time each team is on the attack. A special timer or scorer should be used for this purpose. (See pages 26–27 in the *Official Schoolgirl Rules.*)

Positioning

1. Keep outside the field out of the way of the players.
2. Blow whistle for push-ins on own side of the field when ball goes out over sideline. Put one arm up in direction for push-in and say color or name of team to take it. See that the push-in is taken in the right spot and then move ahead in direction of the push.
3. Move only as far as the 50-yard line when calling out-of-bounds in other end of field. Use whistle, arm and voice to indicate where the push-in is to be taken.
4. Move up and down outside the sideline near the attacking right wing and ahead of the player with the ball when there are two defense between her and the goal (Figure 2), or in line with the second defense, so as to judge offsides (Figure 3).

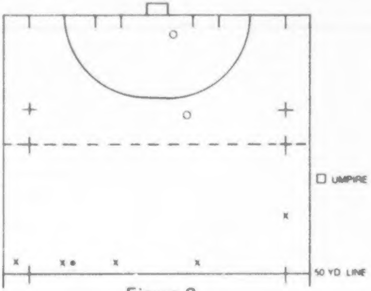

Figure 2.

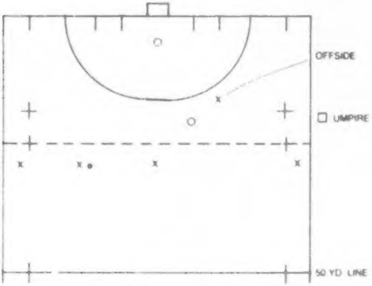

Figure 3.

5. Come onto the field to be able to see play as the ball enters the circle. When the ball is on the far side of the field, it may be necessary to come in near the goal. Be ready to get out of the way of the players and to recover on line with the edge of the circle to see fouls and offsides in that area.
6. Blow whistle for free hits; put one arm up, take position opposite where hit is to be taken until ball is placed, then move ahead quickly. If hit is not being taken on the correct spot, blow several short, sharp blasts before the player has a chance to hit the ball and indicate where hit is to be taken.
7. Make sure that ball is placed correctly on corners and penalty corners. The other official should see that the defending forwards do not go over the 50-yard line to help their defense until "the moment" the ball has been "hit by the attacker." Stand about 5 yards out from end line so you can see both the attack and the defense at the moment the ball is hit. The other official should see that the defending forwards do not go over the 50-yard line to help their defense until the moment the ball has been hit.
8. Mark off 7 yards from the end line in long strides for a penalty stroke. Take a position toward the goal out of the way of the players taking the stroke, but close enough so you can see their feet and the ball. The other official sees that all other players stay behind the 25-yard line until the result of the stroke is determined. She may also take up a position on the goal line to watch the ball entering the goal. This has proved to be of great help to the official implementing the taking of the stroke. The stroke is started and finished with a whistle, after having taken time-out for the penalty stroke. Restart the game, time-in, by a whistle for a bully at the 50-yard line if a goal has been scored, or with a 16-yard defense hit if no goal has been scored.
9. Take a stance to the right of all bullies in order to have an unobstructed view of the ball and the players' feet.
10. Recover back from the circle area as play moves back toward center. Be ready to move back in the direction of your goal as the direction of the play changes. Keep moving so that your view of the ball is never blocked by the players. Cooperation of both officials is important near the 50-yard line when one official is recovering and the ball comes out toward the center. The other official should be ready to call fouls that occur in this area, and any fouls coming out on her side, as shown by the shaded area in Figure 1.

Voice and Whistle

The voice should be used to indicate the following:

1. The team to take push-in

2. A corner, penalty corner and defense hit when ball goes out over end line – also helpful to point to spot where hit is to be taken
3. Position of offside player so opponent will know who is to take free hit
4. A free hit when ball advances out over sideline
5. Where to take free hit or push-in if there is any question by player concerned
6. A foul called only if there is a question

If a team, especially younger or beginning players, is not well coached in the rules, you may have to explain and help quite a bit but talk should be kept to a minimum.

The whistle is blown – short and sharp unless otherwise indicated – for the following reasons:

1. To start the game and for all other center bullies – umpire in whose end the goal was scored restarts the game
2. To penalize a foul
3. For time-out and time-in
4. To start and end a penalty stroke
5. To restart the game with a 16-yard defense hit after the completion of a penalty stroke
6. For a ball that goes out-of-bounds, including a push-in
7. For a goal – long blast, both arms pointing horizontally back to the 50-yard line
8. At halftime and the end of the game – long blast
9. To recall play at any time. . .free hits, bullies, corners, etc. – series of short blasts.

The whistle is not blown:

1. To start a corner or penalty corner hit
2. For a free hit
3. For a push-in
4. On a 16-yard hit out.

The whistle is never held when the attack fouls in the circle.

The whistle is held to give an advantage to the side that has been fouled. This is especially true in the circle when the defense fouls. Every advantage and opportunity should be given to the attack to score. The ability to use the advantage rule correctly comes with experience and makes the game more enjoyable for all players.

Simply stated, the umpire should not penalize every foul that she sees but should hold her whistle for the play immediately following to see if those fouled can gain or maintain satisfactory possession of the ball. She should make her decision quickly, and once she puts the advantage rule into effect she should not change her mind. Often the nonoffender does not take full advantage of the opportunity at hand but the umpire must not penalize then for the original foul. If in doubt, it is better for a beginning official to blow the whistle for a foul rather than to refrain from blowing. Experience will assist in making the correct judgments on holding.

If an umpire makes a wrong decision, she should change it *at once.* Following are some typical situations:

1. Player reports wrong decision made in her favor. Umpire is certain that the player was in a better position to see or feel the play than she was.
2. Umpire calls push-in or free hit in wrong direction, realizes mistake, and changes decision. Do not change mind once resulting play has occurred.
3. Umpire signals a goal, but an attack player tells her she advanced the ball into the goal or players tell her of ball entering through side of net. Be ready to judge fairly and change decision if necessary.
4. Umpire blows whistle and realizes she should have held. Do not change decision. Play has stopped and the advantage to the team fouled is lost; complete the penalty.
5. Play stops because of whistle from other field. Do not allow play to continue if one team is going to gain any advantage. Have a bully on the spot.

Concentrate on the ball and the play of the moment. Do not dwell on past decisions.

Fouls Often Overlooked

There are several fouls listed in the rules that officials are often lax about calling:

1. *Sticks* – raising the stick *above* the shoulder level. Be consistent and call sticks the same throughout the game. Watch for sticks on the follow-through of a scoop.
2. *Dangerous hitting* – hitting the ball directly into the opponent at close range so she advances it. Call the foul against the player hitting the ball unless her opponent moves in to tackle her at the last moment. Be consistent about lofted hard hits and volleys hit directly at the goalie. Do not hesitate to call back a goal if you feel the hit into the goal was dangerous. The lifted scoop on a free hit or in regular play should be called if dangerous play results. Umpire must use her own discretion.
3. *Hitting or interfering with sticks* – tackling a stick instead of the ball. Often as a player attempts to pass or shoot at goal she is tackled and her stick is hit instead of ball with the resulting loss or misdirection of the ball.

Situations Often Miscalled

1. *Obstruction* – player pulls the ball close to the body or a little to the side in dribbling from the left side of the field to the right.

An opposing player attempts to tackle from behind or to the side, making player with the ball look as though she is obstructing. Watch feet and shoulders of the player with the ball and if they continue on line, there is no foul.

2. *Fouls involving the goalkeeper* – watch for:
   a. Lifting the ball dangerously on a clear
   b. Stopping the ball first, then making sticks during the clear
   c. Deflecting the lifted ball with a forward motion of her arm, placing ball in an advantageous position to clear
   d. Rushing forward toward the goalkeeper – see if forward motion interferes with or knocks down goalkeeper, with a possible resulting goal. Look also for the goalkeeper playing a rushing forward, not the ball.
3. *Fouls in the circle* – the umpire should use her discretion in interpreting "repeated fouling in the circle by the defense." She should be able to determine if the defense is fouling the forwards on purpose to prevent scoring or if the attack is just too aggressive and more highly skilled than the defense. When there is fouling in the circle that you think may be deliberate, warn the person the first time; then award a penalty corner; if repeated a third time, you may award a penalty stroke. If deliberate fouling continues, the official may suspend the player from the game for not less than 5 minutes, or permanently if she feels the foul or misconduct was flagrant.
4. *Violations* – watch for:
   a. Players crossing the line too soon on bullies and corners
   b. Players nearer than 5 yards on free hits and push-ins
   c. Players crossing to within 5 yards of player taking the free hit or push-in.
5. *Substitutions, accidents and interference*
   a. Time-out is not taken for windedness or breakage of a stick.
   b. Time-out may be taken for accidents or spectators or dogs coming on the field.
   c. Time-out is taken if ball becomes lodged in playing apparel of a player or pads of the goalkeeper. The game is restarted with a bully on the spot never less than 5 yards from the goal line.
   d. Breach of the substitute rule by one team results in a penalty corner for the opponents. When this is taken may be left to the discretion of the umpire. For a breach of the rule by both teams simultaneously the game shall be stopped the first time the ball is dead and a bully shall be taken on a spot chosen by the umpire.

   A player who has been taken out of the game for any reason may not reenter unless no substitute has been put in her place.

Assuming no substitute has been put in for her, a player temporarily incapacitated may return when she is ready to play. (See *Official Schoolgirl Rules,* Rule 20 for schoolgirl interpretation.)

e. Continued interference from the sidelines judged by the umpire to be detrimental to the game will cause temporary suspension of the game and a warning to the offender(s). (See *Official Schoolgirl Rules,* Rule 12-L Penalties #4 and Notes on Rules, Rule 12-L. International Rules: See Rule 12, IV, MISCONDUCT and Penalties 4(b)(i, ii, iii).)

Above all, the umpire must keep cool. Do not let the players, coaches or spectators insult or upset you. Maintain a polite and pleasant manner and always be firm.

UMPIRING INQUIRIES

Inquiries concerning umpiring or umpiring techniques should be directed to:

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63 City View Drive
Rochester, NY 14625

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Women's International Hockey Rules Board, 1978

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PREFACE

Rules of the Game of Hockey
Guidance for Players and Umpires
Advice to Umpires

These Rules of the Game of Hockey, Guidance for Players and Umpires and Advice to Umpires are issued under the Authority of the International Hockey Rules Board and of the Women's International Rules Board. They supersede all previous issues by either body.

The objects of the two boards are to provide:

1. A Code of Rules and Interpretations which are common throughout the world
2. A logical sequence in presentation
3. Guidance and Advice for Players and Umpires
4. Regulations on ground making and equipment

The copyright of the handbook is held jointly by both Boards and the contents may not be reproduced, or translated, either wholly or in part, without permission.

The Rules, Guidance and Advice apply to all hockey players and umpires. For convenience and clarity the masculine gender is used. Where Sections or Sub-sections apply to women only or men only they are marked accordingly.

Sections printed in small type in Rule 15 are notes in amplification of this rule and should therefore be read in conjunction with it.

In guidance for players and umpires there is a certain amount of repetition. It is thought desirable to amplify the rules for the assistance of those who may be unfamiliar with the game and to deal with questions which may arise in the minds of newcomers.

The only major amendment to the Rules since the publication of the 1975 edition is the deletion of Rule 18(d) Women Only. The substitution provisions are now the same for all players.

Attention is drawn to Rule 12 I(c) "Sticks." It is neither more nor less important than any other rule. Players who transgress it should be penalized by the umpires accordingly and umpires should be encouraged and supported in the application of this rule.

The Boards are very concerned at the increasing amount of physical and rough play and that umpires are not using to the full the powers given to them under Rule 12 IV and particularly penalties 4(b).

Both Boards are actively considering the question of metrication. A step has been taken in this direction by altering the 2" conversion from 5.08 centimetres to 5.10 centimetres.

26 Stompond Lane Walton-on-Thames, Surrey, England.	**K.G.D. CROFT (Mr.)** Hon. Secretary, International Hockey Rules Board
Cumbergate, Peterborough, England.	**D.M. CRISP (Ms.) O.B.E.** Hon. Secretary Women's International Rules Board

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RULES OF THE GAME OF HOCKEY

Rules for the Game of Hockey

Guidance for Players and Umpires

1. TEAMS AND DURATION OF PLAY.

(a) A game shall be played between two teams. Not more than eleven players of each team shall be on the field of play at the same time. At no time shall there be on the field more than one goalkeeper in each team.

(b) Each team is permitted to substitute up to two players during the game. (The provision is not mandatory at any level.)

(c) No player once substituted shall be permitted on the field again and no substitute shall be permitted for a suspended player during his suspension.

(d) Substitution of players may only take place with the prior permission of an umpire during any stoppage of play other than for the award of a corner, a penalty corner, or a penalty stroke.

Time may be added for Substitutions.

(e) The duration of the game shall be two periods of thirty-five minutes each, unless otherwise agreed before the game.

(f) At half-time the teams shall change ends, and the duration of the interval shall not exceed five minutes, unless otherwise agreed before the

OFFICIAL
RULES

RULES OF THE GAME OF HOCKEY

GUIDANCE FOR PLAYERS AND UMPIRES

ADVICE TO UMPIRES

(with effect from 1st August, 1977)

Issued under the authority of the

International Hockey Rules Board

and the
Women's International Hockey Rules Board

game, but in no case shall it exceed ten minutes.

(g) The game starts when the umpire blows his whistle for the opening bully. (See also Rule 10(a).)

2. CAPTAINS.

The captains shall:

(a) toss for choice of ends.

(b) before the start of play and on any change, indicate, if necessary, to each other and to the umpires, their respective goalkeepers.

(c) be responsible for obtaining approval of an umpire before putting on a substitute. (See also Rule 1(d).)

3. UMPIRES AND TIME-KEEPERS.

(a) There shall be two umpires to control the game and to administer the rules. These umpires shall be the sole judges of fair and unfair play during the game.

(b) Unless otherwise provided, each team shall be responsible for providing one umpire.

(c) Each umpire shall be:

- (i) primarily responsible for decisions in his own half of the field, for the whole of the game without changing ends.
- (ii) solely responsible for decisions on the push-in

3. UMPIRES AND TIME-KEEPERS.

It is recommended that:

(a) the time in each half should be kept by both umpires; but, by mutual agreement, one umpire should be primarily responsible for the starting and ending of each half.

(b) to avoid any error, the umpires should exchange an agreed signal before starting or re-starting play and also approximately one minute before the end of each half.

(c) if the umpire primarily responsible appears to be over-running the time, then his colleague should stop play and consult him on the matter.

for the full length of his nearer side-line.

- (iii) solely responsible for decisions on corners, penalty corners, penalty strokes and goals in his own half and free hits in his own circle.

(d) The umpires shall be responsible for keeping time for the duration of the game. It shall be permissible to have a timekeeper or timekeepers. Such timekeepers shall take over only those duties of the umpires which concern the keeping of time and the indication of the end of each half.

(e) Umpires shall allow the full or agreed time and shall keep a written record of the goals as they are scored.

(f) Time shall be allowed for all enforced stoppages and, when necessary, extra time for the completion of a penalty stroke, and shall be added to that half in which the stoppage occurred.

(g) Umpires and timekeepers shall be debarred from coaching during a game and during the interval.

(h) Umpires shall only blow the whistle to:

- (i) start and end each half of the game.
- (ii) enforce a penalty or suspend the game for any other reason.

(d) the umpires should agree the amount of time to be added after each penalty stroke and after any substantial stoppage for accidental or otherwise. (See Rule 16(f) and Rule 18(a).)

(e) "Enforced Stoppages." Reasons justifying such stoppages include accidents, penalty strokes, time wasting, repair of goals and other unforeseen incidents.

(f) Penalty Stroke
The blowing of the whistle by the umpire to indicate a goal or no goal does not indicate the resumption of play. (See Rule 3(h)(iii).)

(iii) start and end a penalty stroke.
(iv) indicate, when necessary, that the ball has passed wholly outside the field of play.
(v) signal a goal.
(vi) re-start the game after a goal has been scored and after a suspension of play.

(i) Umpires shall satisfy themselves before the game that, as far as practicable, Rules 4 to 9 inclusive are observed.

UMPIRES SHALL REFRAIN FROM ENFORCING A PENALTY IN CASES WHERE THEY ARE SATISFIED THAT BY ENFORCING IT AN ADVANTAGE WOULD BE GIVEN TO THE OFFENDING TEAM.

4. FIELD OF PLAY. (See Plan on page 117.)

(a) The field shall be rectangular, 100 yards long and 60 yards wide. Its boundaries shall be clearly marked out with lines in accordance with the Plan on page117.) The longer lines shall be called the side-lines and the shorter the goallines, the latter to be 3 inches wide throughout.

(b) The centre line shall be marked out, throughout its length. The 25-yards lines shall be marked with broken lines throughout their length.

(c) To assist in the control of the push-in, across the centre line and each 25-yards line, parallel to and 5 yards from the side-lines a mark of 2 yards in length shall be made.

(d) A mark shall be placed inside the field of play on each side-line and parallel to the goal-line and 16 yards from its inner edge. The mark shall not exceed 12 inches in length.

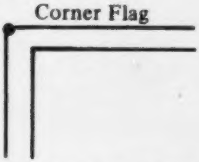
(e) For penalty corner hits, the field shall be marked inside the field of play on the goal-lines on both sides of the goal at 5 yards and 10 yards from the nearer goal-post. For corner hits the field shall be marked inside the field of play on the goal-lines and on the side-lines, 5 yards on either side of the corner flags.

(f) A spot shall be marked 7 yards in front of the centre of each goal. The spot shall be of not more than 6 in. in diameter.

(g) No marks other than those shown on the Plan on page 117 are permissible on the playing surface.

(h) Flag posts, at least 4 ft. and not more than 5 ft. high, shall be placed for the whole game on each corner of the field, also at the centre and, for men, at the 25-yards lines; those at the centre and the 25-yards lines

Goalkeepers should not be allowed to scrape any marks on the surface of the ground.



shall be at least 1 yard outside the side-lines.

5. GOALS, POSTS, ETC.
(See Specification on page 119.)

(a) There shall be a goal at the centre of each goal-line, consisting of two perpendicular posts 4 yards apart, joined together by a horizontal cross-bar 7 feet from the ground (inside measurements). The front base of the goal-posts shall touch the outer edge of the goal-line. The goal-posts shall not extend upwards beyond the cross-bar, nor shall the cross-bar extend sideways beyond the goal-posts. The goal-posts and cross-bar shall be rectangular and shall be 2 inches wide, not more than 3 inches deep and shall be painted white. Nets shall be attached firmly to the goal-posts and the cross-bar, at intervals of not more than 6 inches, and shall be attached firmly to the ground behind the goal.

(b) A back-board, 4 yards in length and not exceeding 18 inches in height, shall be placed at the foot of and inside the goal-nets. Side-boards of a minimum length of 4 feet and not exceeding 18 inches in height, shall be placed at right angles to the goal-lines. The side-boards shall be fixed to the back of

5. GOAL-POSTS, ETC.

Umpires should check:

(a) that goalposts are firmly fixed.

(b) that the crossbar and goal-posts are painted white.

(c) that the goal-posts are correctly placed in relation to the goal-line.

(d) that there are no holes or bad tears in the netting, that the goal-nets are properly attached and that goal-boards are inside the net and do not project beyond the back of the goal-posts.

Without such careful inspection there may be difficulty and even inaccuracy in making decisions of a critical nature.

the goal-posts, so that the width of the goal-post is not effectively increased.

(c) No chocks shall be placed inside the goal to support any of the boards.

6. SHOOTING CIRCLES.

In front of each goal a line shall be drawn 4 yards long and 3 inches wide, parallel to and 16 yards from the goal-line. The 16 yards shall be measured from the inside front corner of the goal-posts to the outer edge of that line. This line shall be continued each way to meet the goal-lines by quarter circles having the inside front corner of the goal-posts as centres. The space enclosed by these lines, including the lines themselves, shall be called the shooting circle (hereinafter referred to as "the circle").

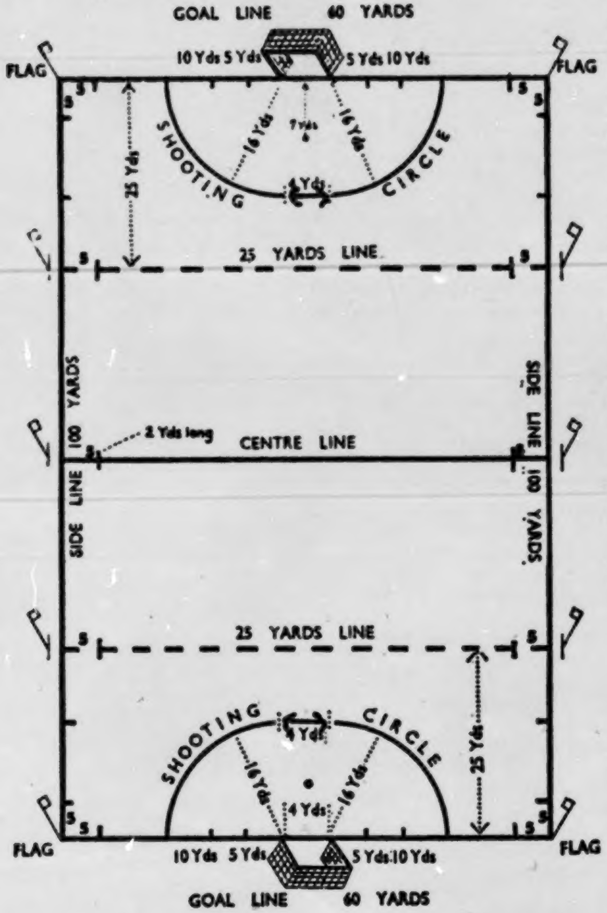
7. THE BALL.

(a) The cover of the ball shall be of white leather or of any other leather painted white. It shall be sewn in a manner similar to the cover of a regulation cricket ball, or it may be seamless.

(b) The inner portion of the ball shall be composed of cork and twine, similar to that of a regulation cricket ball.

(c) The weight of the ball shall not be more than 5¾ ounces nor less than 5½ ounces.

PLAN OF FIELD OF PLAY


GOAL LINE 60 YARDS
10 Yds 5 Yds
5 Yds 10 Yds
FLAG
FLAG
SHOOTING CIRCLE
16 Yds
16 Yds
7 Yds
4 Yds
25 Yds
25 YARDS LINE
5
100 YARDS SIDE LINE
SIDE LINE 100 YARDS
2 Yds long
CENTRE LINE
25 YARDS LINE
SHOOTING CIRCLE
4 Yds
16 Yds
16 Yds
4 Yds
25 Yds
FLAG
FLAG
10 Yds 5 Yds
5 Yds 10 Yds
GOAL LINE 60 YARDS

The front of the goal-posts must be touching the outer edge of the goal-line. The circle lines and the goal-lines must be 3 in. wide.

A white spot of not more than 6 in. in diameter shall be marked 7 yards in front of the centre of each goal. All short indication marks must be inside the field only and shall be 12 in. in length.

(d) The circumference of the ball shall be not more than 9¼ inches nor less than 8-13/16 inches.

(e) A ball of any other material or colour, but of the size and weight specified above, may be used as agreed upon mutually before the game.

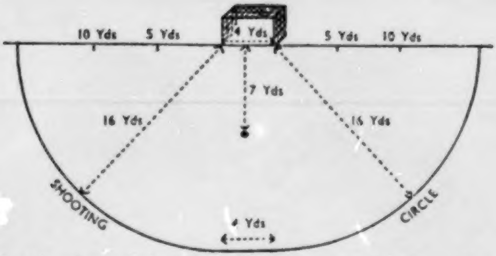
8. THE STICK.

(a) The stick shall have a flat face on its left-hand side only. The face of the stick is the whole of the flat side and that part of the handle for the whole of the length which is above the flat side.

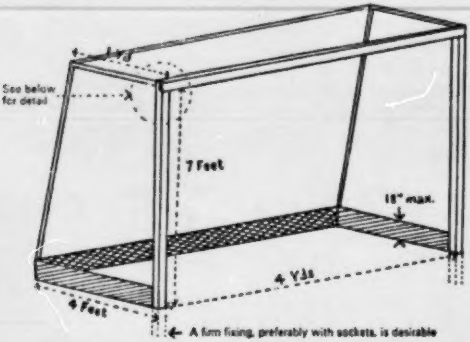
(b) The head of the stick (i.e. the part below the lower end of the splice) shall be of wood and shall not be edged with or have any insets or fittings of metal or any other substance, nor shall there be any sharp edges or dangerous splinters. It shall not be cut square or pointed, but shall have rounded edges.

(c) The total weight of the stick shall not exceed 28 ounces for men, 23 ounces for women, nor be less than 12 ounces and it shall be of such a size, inclusive of any covering, that it can be passed through a ring having an interior diameter of 2 inches (5.10 centimetres).

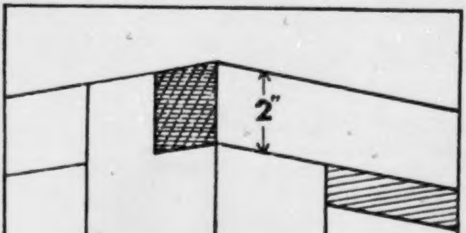
(d) Umpires shall forbid the use of any stick which in their opinion does not comply


10 Yds
5 Yds
4 Yds
5 Yds
10 Yds
7 Yds
16 Yds
16 Yds
SHOOTING
CIRCLE
4 Yds

A full scale plan of the field of play is available from the Hon. Secretaries.


1 Yd
See below for detail
7 Feet
18" max.
4 Yds
4 Feet

A firm fixing, preferably with sockets, is desirable



117

with this Rule. (See Rule 3(i).)

Penalty.

For any breach of this Rule any player concerned shall not be allowed on the field of play until such time as he has complied with this Rule.

9. PLAYERS' DRESS AND EQUIPMENT.

(a) Each team should wear the dress approved by its Association or Club, unless varied to avoid confusion in a particular game. Players shall not have dangerous spikes, studs or protruding nails in footwear, or wear anything that may be dangerous to other players.

(b) The following equipment is permitted for use by goalkeepers only: Pads, Kickers, Gauntlet Gloves and Masks.

(c) Umpires shall forbid the wearing of anything which in their opinion does not comply with this Rule. (See Rule 3(i).)

Penalty.

For any breach of this Rule any player concerned shall not be allowed on the field of play until such time as he has complied with this Rule.

10. THE BULLY.

(a) A bully shall be played at the centre of the field to start the game, to re-start it

(b) moulded plastic masks are recommended.

10. THE BULLY.

Note the distance laid down:

(a) no bully in the circle within

after half-time and after a goal is scored. (See Rules 12 III and 18(b)(i).)

(b) To bully, a player of each team shall stand squarely facing the side-lines, each with his own goal-line on his right. The ball shall be placed on the ground between the two players.

Each player shall tap with his stick, first the ground between the ball and his own goal-line, and then, with the flat face of his stick, his opponent's stick, over the ball, three times alternately, after which one of these two players shall play the ball with his stick to put it into general play.

(c) Until the ball is in general play, all other players shall be nearer to their own goal-line than is the ball and shall not stand within 5 yards of the ball.

(d) A bully in the circle shall not be played within 5 yards of the goal-line.

Penalties.

1. For any breach of this Rule, the bully shall be played again.
2. For persistent breaches of this Rule, the umpire may award a free hit to the opposing team; or, for such breaches in the circle by a defender, a penalty corner.

5 yards of the goal-line.

(b) All players must remain on-side and 5 yards from the ball until the ball is in general play.

Only the flat face of the stick (Rule 10(b)) may be used during the bully and contact must take place over the ball. Much obstruction will be prevented if the two players are made to stand square, not moving their feet until the ball is in play.

11. SCORING A GOAL.

(a) A goal is scored when the whole ball has passed completely over the goal-line between the goal-posts and under the cross-bar, the ball, within the circle, having been hit by, or having glanced off, the stick of an attacker except as specially provided for in Rule 15(g) and Rule 16. It is immaterial if the ball subsequently touch, or be played by one or more defenders. If, during the game, the goal-posts and/or the cross-bar become displaced, and the ball pass completely over the goal-line at a point which, in the umpire's opinion, be between where the goal-posts and/or under where the cross-bar, respectively, should have been, a goal is scored.

(b) The team scoring the greater number of goals shall be the winner.

12. CONDUCT OF PLAY.

I A player shall not:

(a) play the ball with the rounded side of his stick.

(b) take part in or interfere with the game unless he has his own stick in his hand, or change his stick for the purpose of taking part in the game under Rules 14, 15, 16, and 17 II and III.

"Own stick" means the stick

11. SCORING A GOAL.

The ball must be inside the circle when hit by an attacker (although he himself may be outside). If it is hit within the circle and then touches the stick or person of a defender or defenders before crossing the goal-line between the posts, a goal is scored.

Should the ball be hit from outside the circle by an attacker and be diverted between the posts by a defender who is in or outside the circle within the 25-yard area, a corner should be given.

Note:

(a) the lines are part of the circle.

(b) the whole ball must cross the goal-line before a goal is scored.

After a stoppage of play inside the circle the ball must again be hit from inside the circle by the stick of an attacker, before a goal can be scored.

12. CONDUCT OF PLAY.

I(c) **Sticks.**

When striking at the ball, no part of the player's stick (handle or blade) must in any event rise above his shoulder.

A penalty stroke should be given when a defender (usually the goalkeeper) has saved a probable goal on his stick above his shoulder; but not if he gives with which the player began to play, or any stick that he legitimately substitutes for it.

(c) raise any part of his stick above his shoulder, either at the beginning or at the end of a stroke, when approaching, attempting to play, playing the ball, or stopping the ball.

(d) hit wildly into an opponent or play or kick the ball in such a way as to be dangerous in itself, or likely to lead to dangerous play.

(e) stop or deflect the ball on the ground or in the air with any part of the body TO HIS OR HIS TEAM'S ADVANTAGE (except as provided for in Rule 12 II(b)).

(f) use the foot or leg to support the stick in order to resist an opponent.

(g) pick up, kick, throw, carry or propel the ball in any manner or direction except with the stick.

(h) hit, hook, hold, strike at or interfere with an opponent's stick.

(i) charge, kick, shove, trip, strike at or personally handle an opponent or his clothing.

(j) obstruct by running between an opponent and the ball or interpose himself or his stick as an obstruction.

"sticks" at the beginning or end, of his stroke, when a penalty corner might be more appropriate.

I(d) **Dangerous Play.**

This rule is intended to prevent injury to players and umpires should be very firm in penalizing dangerous play such as undercutting or raising the ball in any way.

A rising ball is dangerous when it causes legitimate evasive action on the part of the players.

A player should be penalized who by raising the ball is guilty of or directly causes dangerous play. Hitting the ball while it is in the air is not permissible if the stroke is itself dangerous. The practice of carrying or bouncing the ball on the stick is disapproved, because it becomes dangerous play when the player concerned is tackled by an opponent, who is then forced to play the ball in the air. Whenever it is continued to this point it should be penalized.

I(e) **Stopping the Ball.**

A raised ball may be stopped or caught by the hand, but the ball must drop immediately to the ground. If, however, the ball is lifted dangerously into an oncoming player who uses his hand to protect himself, and in so doing propels the ball slightly forward, he should not be penalized. If a penalty is given it

II A player may—

(a) play the ball only with the flat side of his stick which includes that part of the handle above the flat side.

(b) stop the ball with his hand or catch it. In the latter case the ball shall be released into play immediately.

(c) tackle from the left of an opponent provided that he play the ball without previous interference with the stick or person of his opponent. (See Rule 12I, particularly (h), (i), (j).)

(d) if he is goalkeeper, be allowed to kick the ball or stop it with any part of his body but only when the ball is inside his own circle. No penalty shall be incurred if when stopping a shot at goal, the ball merely rebound off any part of the goalkeeper's body.

III

If the ball becomes lodged in the pads of a goalkeeper (or in the clothing of any player or umpire) the umpire shall stop the game and re-start it by a bully on the spot where the incident occurred (subject to Rule 10(d)). If the ball strikes an umpire the game shall continue.

IV MISCONDUCT.

ROUGH OR DANGEROUS PLAY, TIME-WASTING OR ANY BEHAVIOUR WHICH IN THE UMPIRE'S OPINION

should be against the player who raised the ball.

BEFORE PENALIZING A BREACH INVOLVING THE STOPPING OF THE BALL WITH SOME PART OF THE BODY (OTHER THAN THE HAND) THE UMPIRE MUST BE SATISFIED THAT THE PLAYER CONCERNED USED HIS BODY EITHER

- *(i) BY MOVING INTO THE LINE OF THE BALL.*
- *(ii) BY SO POSITIONING HIMSELF THAT HIS INTENTION TO STOP THE BALL IN SUCH A MANNER WAS CLEAR.*
- *(iii) BY MAKING NO EFFORT TO AVOID BEING HIT.*

I(g) **Propelling the Ball.**

Note:

- *(i) the ball must not be carried forward in any way by the body.*
- *(ii) a player should not be penalized for a rebound when the ball has been hit straight at him from close quarters by an opponent.*

I(h) **Stick Interference.**

Hooking and striking at sticks should be strictly penalized.

Should a player slash wildly at the ball and hit an opponent or his stick instead, he should be

AMOUNTS TO MISCONDUCT SHALL NOT BE PERMITTED.

Penalties.

1. *Outside the circle.*
   A free hit shall be awarded to the opposing team. An umpire shall, however, award a penalty corner for an offence by any defender in his own 25 yards area, when, in the umpire's opinion, the offence was deliberate.
2. *Inside the circle – by an attacker.*
   A free hit shall be awarded to the defending team.
3. *Inside the circle – by a defender.*
   A penalty corner or a penalty stroke shall be awarded to the attacking team.
4. *Inside and Outside the circle.*

(a) For a simultaneous breach of this Rule by two opponents, the umpire shall order a bully to be played on the spot where the breach occurred (subject to Rule 10(d)).

(b) For rough or dangerous play or misconduct, in addition to awarding the appropriate penalty, the umpire may:
   (i) warn the offending player(s).
   (ii) suspend him temporarily, for not less than five minutes.

penalized. A player may not throw his stick at the ball.

I(i)(j) **Body Interference and Obstruction.**

Subject to the "advantage Rule" umpires should be particularly strict on obstruction and other forms of interference dealt with in this Rule.

It should be noted that obstruction does not necessarily depend on the distance from the ball of the players concerned.

A player even if in possession of the ball, may not interpose his body as an obstruction to an opponent. A change of direction by a half-turn of the body with this result may amount to obstruction. It should be noted, however, that even a complete turn does not constitute a breach unless an opponent has thereby been obstructed in an attempt to play the ball.

Obstruction occurs frequently at push-ins and should be watched for carefully.

A player must not interpose any part of his body or his stick as an obstruction between his opponent and the ball. Watch too for third party interference i.e. a player interposing himself between his opponent and the ball so that a fellow player has an opportunity to clear or play the ball.

(iii) suspend him from further participation in the game.

A temporarily suspended player shall remain behind his own goal, until allowed by the umpire by whom he was suspended, to resume play; when necessary changing ends at the start of the second half of the game.

Other names for these offences are:

shadow-obstruction, shepherding, blocking out or even as a general term "close-marking".

II(d) **The Goalkeeper.**

A goalkeeper is not allowed to strike at the ball with his hand, or breast it out with his body. Umpires are disposed to be too lenient towards breaches of the Rules by goalkeepers.

The more usual breaches are running between an opponent and the ball when it is about to go behind, opening the legs to let the ball go through when an opponent is within striking distance and making a wild stroke at the ball when clearing.

The goalkeeper must not be allowed further privileges than those given by this Rule.

Goalkeepers are not permitted to kick dangerously. (See 12I(d).)

III

Note that if the ball become lodged in the pads of a goalkeeper (or in the clothing of any player or umpire) the umpire shall suspend the game and re-start it by a bully on the spot where the incident occurred. (Subject to Rule 10(d).)

PENALTIES.

The penalties for rough and dangerous play, misconduct, or

13. OFF-SIDE.

(a) A player of the same team as the striker or pusher-in is in an off-side position if, AT THE MOMENT WHEN THE BALL IS HIT OR PUSHED-IN he be nearer to his opponents' goal-line than the ball is unless:

he be in his own half of the field,

OR

there be at least two opponents nearer to their own goal-line than he is.

For the purpose of this Rule, a player of either team shall be deemed to be on the field of play even though he be outside the side line or behind the goal-line.

(b) A player who is in an off-side position shall not play or attempt to play the ball or gain any advantage for his team or influence the play of an opponent.

time-wasting, should be noted carefully, and the appropriate penalty awarded.

Persistent breaches of the Rules may suitably be dealt with under this Rule. If rough or dangerous play becomes prevalent, a word of caution to the offender(s) should effectively prevent the game getting out of hand. For those breaches of the Rule inside the circle Rule 16 should also be taken into consideration.

13. OFF-SIDE.

The question of whether a player is off-side is governed by WHERE HE WAS AT THE MOMENT WHEN THE BALL WAS PLAYED not where he is when he receives the ball. The umpire must always have this in mind otherwise he may easily give a wrong decision.

A player in an off-side position, whether on or off the field or play, SHOULD NOT BE PENALIZED UNLESS he interferes in any way with an opponent or the play, or gains some advantage by his off-side position, or by his presence causes any interference with the play of an opponent.

A player cannot be off-side if:

(a) he is in his own half of the field at the time the ball is hit or pushed-in.

(b) he is nearer his own goal line than the ball is at the time it is hit or pushed-in.

Penalty.

A free hit shall be awarded to the defending team.

14. FREE HIT.

For Women Only.

(a) A free hit shall be taken from the spot on which the breach occurred, except for an offence by an attacker within the circle, in which case the free hit shall be taken from any spot within the circle.

(b) The ball shall be stationary. Any legitimate stroke may be used except that any ball propelled into the circle shall not rise above knee height.

(c) there are at least two opponents nearer to their own goal-line than he is at the moment when the ball is hit or pushed-in.

If a player is off-side, he is not automatically put on-side by returning to his own half of the field to play the ball.

A whole line of forwards having outdistanced the defence and only having the goalkeeper in front of them could pass and re-pass to each other without being off-side as long as they keep behind the ball.

A player who is left off-side after making a previous shot should not be penalized if he is trying to get back on-side, unless he is obstructing or distracting any opponent.

14. FREE HIT.

Note. *The free hit must be taken from the right spot and the ball must be motionless.*

For Women only.

A free hit in the circle may be taken from any spot within the circle.

Should there be any unnecessary delay by the players of the offending side in observing the 5-yards distance Rule, the umpire need not order the hit to be taken again.

For Men Only.

(a) A free hit shall be taken on the spot where the breach occurred, provided that any free hit awarded to the defending team within 16 yards of the inner edge of their goal-line may be taken from any spot within that distance on a line drawn through the place where the breach occurred and parallel to the side-line.

(b) The ball shall be stationary and the striker shall hit or push the ball along the ground.

A flick or scoop shot shall not be permitted.

For All.

(c) At the moment when the free hit is taken, no player other than the striker shall be within 5 yards of the ball. Should, however, the umpire consider that the player is standing within 5 yards in order to gain time, the free hit shall not be delayed.

(d) If the striker hit at but miss the ball, provided that Rule 12 I(c) has not been contravened, he shall take the hit again.

(e) After taking the free hit, the striker shall not play the ball nor approach within playing distance until it has been touched or played by another player of either team.

Penalties.

1. *Inside the circle.*
   A penalty corner or a penalty stroke shall be awarded to the attacking team.
2. *Outside the circle.*
   A free hit shall be awarded to the opposing team. **An umpire shall award a penalty corner for an offence by any defender in his own 25 yards area, when, in the umpire's opinion, the offence was deliberate.**

15. PENALTY CORNER.

(a) A player of the attacking team shall hit the ball or push it along the ground from a spot on the goal-line not less than 10 yards from the goal-post, on whichever side of the goal the attacking team prefers. The player concerned is not required to be wholly inside or outside the field of play when taking the corner.

(b) At the moment when such hit or push is made, no other player shall be within 5 yards of the ball.

The rest of the attacking team shall have both sticks and feet outside the circle, in the field of play.

Not more than six of the defending team shall have both sticks and feet behind their own goal-line. The rest of the defending team shall

15. PENALTY CORNER.

(a) *Both teams should be correctly positioned.*

(b) *The ball must be stopped, not necessarily motionless. The ball may be deflected or passed one or more times by the attacking players, but it must be stopped before a shot at goal is made.*

However, for a hit towards the goal made from outside the circle, nothing in these Rules requires that for that particular hit, the ball should first have been stopped.

(c) *If the ball has not previously been touched by a defender, or stopped sufficiently on the ground, a flying shot at goal directly from the corner hit or from a pass or deflection must be penalized immediately.*

stand beyond the centre line.

(c) Until the ball be hit or pushed no attacker shall enter the circle, nor shall a defender cross the goal-line or the centre line.

(d) No shot at goal shall be made from a penalty corner or from a deflection, unless the ball first be stopped (not necessarily motionless) on the ground by an attacker or touch the stick or person of a defender.

  (i) If the ball has not previously been touched by a defender, or has not been stopped sufficiently on the ground, a flying hit, following a pass or deflection from one attacker to another, should be penalized as a breach of this Rule.

  (ii) If the ball be stopped by the hand, it must be on the ground and motionless before the shot is taken.

  (iii) If the hand be used to stop the ball on the ground, the ball must be stopped, motionless and not be moved in any direction by the hand.

  (iv) If the hand be used to stop the ball in the air, the ball must drop perpendicularly and must

(d) The umpire has the right to order the penalty corner to be taken again if a defender crosses the goal-line or the centre line before the ball is hit. This power should, however, be used with discretion. It is often to the disadvantage of the attacker to stop the game when the corner has been well hit, well stopped and resulted in the attacker being in a good position to shoot.

(e) "Directly" means the ball entering the goal without touching the stick or person of a defender.

[redacted]

(e) Having taken the penalty corner, the striker shall not approach within playing distance of the ball until it has been touched or played by another player of either team.

(f) If the striker of the penalty corner hit at but miss the ball, the penalty corner shall be taken again, provided that Rule 12 I(c) has not been contravened.

(g) No goal shall be scored directly by the player taking the penalty corner.

Penalties.

1. *For a breach of Rule 15(c) viz:*
   Attacker entering the circle or defenders crossing the goal-line or centre line too soon – the penalty corner may, at the discretion of the umpire, be taken again.
2. *For persistent breaches of Rule 15(c) by the attackers*–The umpire may award a free hit.
3. *For persistent breaches of Rule 15(c) by the defenders*–The umpire may award a penalty stroke.
4. *For any other breach of Rule 15*–A free hit shall be awarded to the defending team.

16. PENALTY STROKE.

(a) A penalty stroke shall be awarded to the opposing team, if, in the umpire's opinion:

(i) there has been an INTENTIONAL breach of Rule 12 or 14 inside the circle by a player of the defending team

OR

(ii) a goal would probably have been scored had an UNINTENTIONAL breach of Rule 12 inside the circle by a player of the defending team not occurred. (See also Rule 15(c) Penalties (3).)

(b) (i) The penalty stroke shall be either a push, flick or scoop stroke taken from a spot 7 yards in front of the centre of the goal-line by a player of the attacking team and defended by the goalkeeper of the opposing team. In the event of the goalkeeper being incapacitated or suspended, the captain of the defending team shall immediately nominate another goalkeeper.

This goalkeeper shall be permitted to put on protective equipment if the previous goalkeeper was in-

16. PENALTY STROKE.

Note the cases in which this may be awarded, and that it shall be awarded if, in the umpire's opinion, an intentional breach of Rule 12 has been committed inside the circle even though it may seem to the umpire improbable that, but for the breach, a goal could have been scored.

It should be particularly noted that this penalty is intended to meet offences which may materially affect the game, when a more severe penalty than a penalty corner is necessary, and it should be applied accordingly by umpires.

It is not always easy for an umpire to decide whether a breach is intentional or not, but a distinction should be made between committing a breach of the Rules that is entirely forbidden, such as charging, and a breach which is the result of an attempt to do something lawful, such as stopping with the hand. A defender must show by his actions that he has tried to prevent fouling an attacker e.g. charging into a player about to shoot from a favourable position should invariably be regarded as intentional for the purpose of this Rule.

If a goalkeeper falls on or beside the ball in front of goal, an award of a penalty stroke would be appropriate in most cases capacitated, but not if he has been suspended.

- (ii) Whichever stroke is used, the ball may be raised to any height.
- (iii) During the taking of a penalty stroke all the other players of both teams shall stand beyond the nearer 25-yards line.

(c) When taking the stroke the attacker shall stand close to the ball and shall be permitted in making the stroke to take one stride forward. The stride shall not be invalidated by reason of the rear foot moving, provided that it does not pass the front foot before the ball is moved. Dragging or lifting the rear foot is not a breach of this Rule.

He may touch the ball once only and thereafter shall not approach either the ball or the goalkeeper. The attacking player shall not take the penalty stroke until the umpire, having satisfied himself that both defender and attacker are ready, has indicated that he may do so by blowing his whistle.

(d) (i) The goalkeeper shall stand on the goal-line. After the player taking the stroke and the goalkeeper are in position, the goalkeeper may not leave the goal-line or

where the opponents thereby have no fair view of the ball or opportunity to play the ball.

If there is any unreasonable delay or misconduct by either defender or attacker in carrying out any of the provisions of this Rule, the umpire may treat such action as misconduct (Rule 12 IV) and deal with it accordingly.

By the defenders – under Rule 16(e)(ii).

By the attackers—under Rule 16 (e)(iii).

move either of his feet until the ball has been played.

(ii) He shall not be penalized, if, in stopping a shot at goal, the ball, in the umpire's opinion, merely rebounds off his body or his hand. If the ball be caught and held by the goalkeeper it shall be deemed to be at rest. (See also Clause (e)(iii).) He may not touch the ball with any part of his stick when the ball is above the height of his shoulder. The usual privileges of the goalkeeper shall be allowed to him, but he shall not be allowed any change of dress or equipment between the award and the completion of the penalty stroke. (See Rule 16(b)(i) above.)

(iii) If any action by the striker prior to striking the ball, induce the goalkeeper to move either of his feet, the stroke may be taken again.

(e) If, as a result of the penalty stroke:

(i) the whole ball pass completely over the goal-line between the goal-posts and under the cross-bar, a goal is scored.

Change of dress includes moving a face mask away from its normal wearing position, i.e. to the top of the head.

(ii) there be a breach of any rule by the goalkeeper which prevents a goal from being scored, the umpire shall award a goal, unless such breach shall have been induced by the striker as in the last paragraph of (d)(iii) above.

(iii) the ball should come to rest inside the circle, be lodged in the goalkeeper's pads, be caught by the goalkeeper or pass outside the circle, in all cases, the penalty stroke is ended. Unless a goal has been scored or awarded, the game shall be re-started by a free hit to be taken by a defender from a spot in front of the centre of the goal-line and 16 yards from the inner edge of that line.

(f) All time taken between the award of a penalty stroke and resumption of play shall be added to the time of play.

Penalties.

1. For a breach of this or any Rule by an attacker, the game shall be re-started in accordance with clause (e)(iii) of this rule.
2. For a breach of clause (b)(iii) or (d)(i) the umpire may order the stroke to be taken again.

17. BALL OUTSIDE FIELD OF PLAY.

I *Hit from 16 yards.* When the ball is sent over the goal-line by one of the attacking team, and no goal is scored, or, in the umpire's opinion, it is sent unintentionally over the goal-line by one of the defending team who is more than 25 yards from the goal-line, the game shall be re-started by a hit by one of the defending team from the spot exactly opposite the place where it crossed the goal-line and not more than 16 yards (but exactly 16 yards for women) from the inner edge of that line. Other than the striker, no player of either team shall be within 5 yards of the ball when the hit is taken.

The penalties of Rule 14 shall apply.

II *Corner.* When the ball, in the umpire's opinion, is sent unintentionally over the goal-line by or off one of the defending team who is within his own 25 yards area, a corner shall be awarded to the attacking team, unless a goal has been scored. The provision of Rule 15 shall apply to the corner, except that the player shall hit the ball, or push it along the ground

17. BALL OUTSIDE FIELD OF PLAY.

The Rule should be read carefully. Its provisions are often overlooked and a corner wrongly awarded. If the umpire is unsighted and is in doubt whether to award a corner or a 16-yards hit, it is sensible for him to consult the players concerned, or to order a bully to be taken.

If the ball be hit by, or glance off, the stick or person of a defender over his own goal-line, note that the decision must, unless a goal be scored, be either:

- *(i) A 16-yards hit—if unintentionally from outside his own 25-yards area.*
- *(ii) A corner—if unintentionally from within his own 25-yards area.*
- *(iii) A penalty corner—if intentionally from any part of the field.*

In deciding whether a corner or a penalty corner should be awarded, the only point at issue is whether the hit or deflection was intentional or unintentional.

The fact that, in sending the ball over the goal-line, a defender saves a goal must not influence an umpire in his decision.

This Rule should be read in conjunction with Rule 15 for the general conduct of the from a spot on the goal-line or the side-line within 5 yards of the corner flag nearer to the point where the ball crossed the goal-line.

Penalties 1, 2, 3 and 4 of Rule 15 shall apply except for 3 when the umpire may award a penalty corner for such breaches by a defender.

III *Penalty Corner.* When the ball, in the umpire's opinion, is sent intentionally over the goal-line by a player of the defending team from any part of the field a penalty corner shall be awarded to the attacking team, unless a goal be scored.

The penalties of Rule 15 shall apply.

IV *Push-in*

(a) When the whole ball passes completely over the side-line, it, or another ball, shall be placed on the line at the spot at which it crossed the side-line. The ball shall be pushed-in along the ground without undue delay by a player of the team opposed to the player who last touched it in play. This player is not required to be wholly inside or outside the side-line when making his push.

(b) At the moment when the

corner, stopping the ball, shooting, etc.

Note. For Women Only:

As the 16-yards hit is governed by the conditions of Rule 14–Free Hit, any legitimate stroke may be used.

push-in is taken, no other player of either team shall be within 5 yards of the ball. If any player of either team be within 5 yards of the ball, the umpire may require the push to be taken again. If, however, in the umpire's opinion, any player remain within 5 yards of the ball to gain time, the push-in shall not be delayed.

(c) After taking a push-in the player shall not play the ball again, nor approach within playing distance of the ball until it has touched, or been played by, another player of either team.

Penalties. For any breach of the Rule:

1. By the player taking the push-in (other than for (c)) the push-in shall be awarded to the opposing team.
2. For (c) a free hit shall be awarded.
3. By any other player: the push-in shall be taken again, but for persistent breaches a free hit may be awarded to the opposing team.

18. ACCIDENTS.

(a) If a player or an umpire be incapacitated, the umpire or other umpire shall stop the game temporarily, noting the time lost. (See Rule 3(f).)
In either case, if a goal be

18. ACCIDENTS.

In order that the game may be resumed within five minutes the umpire should see that an injured player leaves the field of play as soon as possible, unless medical reasons prohibit this action.

scored before the game be stopped it shall be allowed if, in the umpire's opinion, it would have been scored had the accident not occurred.

(b) The umpire shall re-start the game as soon as possible, by–

  (i) a bully (subject to Rule 10(d)) on a spot to be chosen by the umpire in whose half of the ground the accident had occurred

  OR

  (ii) the appropriate penalty when the accident was the result of a breach of the rules

  OR

  (iii) the implementation of a decision given before the game was stopped.

(c) If the umpire concerned cannot continue, the other umpire shall re-start the game.

RULES INTERPRETER

All questions regarding interpretations of these rules should be addressed to:

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ADVICE TO UMPIRES

Efficient umpiring will do much to raise the whole standard of the game at all levels by training players to observe the Rules. An umpire should therefore have a thorough knowledge of the Rules and should be studying them frequently to refresh his memory. He should help in the enjoyment of the games he umpires, and should endeavour to interpret the Rules so that each and every game is played in the right spirit.

There are, however, three paramount considerations–

(1) an umpire must obtain and retain complete control of a game

(2) an umpire must never allow an advantage to be gained by a breach of the Rules,

(3) the whistle should be used as sparingly as possible.

It is a mistaken idea that it is the duty of an umpire to penalize every breach of the Rules, as this may cause undue delay and irritation. When no advantage results to the offender, it is unnecessary for an umpire to penalize such minor infringements as slight handball, accidental rebound or knock on. But once the advantage rule has been put into operation the original breach must be ignored.

As soon as the players realize that they have an umpire who means to enforce the Rules, it will generally be found that rough and dangerous play will cease. Once let a game get out of hand and it will be difficult to pull together afterwards. In general, players should be given the impression that if they try to cooperate, an umpire will interrupt the flow of the game only when essential for its fair and proper conduct.

Keep a calm and impersonal attitude to the game. Concentrate at all times so that nothing outside the game has power to distract your attention.

Anticipate the run or flow of the game. No umpire is more useful than the one whose mind is always alert, and who looks beyond the action of the moment and anticipates the next move.

Decisions when made should be given decisively and clearly. In certain circumstances a decision must be delayed long enough to give the "advantage rule" time to operate.

The awardable penalties are limited, primarily to

(1) a free hit

(2) a penalty corner

(3) a penalty stroke

but are able to be expanded by a warning or a suspension, either temporarily or for the remainder of the game, any of which may be used separately or in conjunction with one of the three primary awards.

Penalties will have greater significance if umpires restrict their use as much as possible to the more serious breaches of the Rules such as obstruction, off-side and dangerous or rough play. An efficient umpire is not, however, one who is over lenient, and play contrary to the spirit of the Rules must be severely dealt with in the interests of the players and the game itself.

It is considered that umpires do not make sufficient use of their power to award penalty corners for deliberate breaches within their own 25-yards area, nor of the power to award penalty strokes.

A. UMPIRES' CLOTHING.

An umpire should wear clothing:

(a) to allow free movement,
(b) of a colour differing from that of both teams,
(c) with pockets for his equipment, and with
(d) shoes suitable to cope with the field and conditions of the event, studded or barred hockey boots being appropriate for wet and slippery pitches,
(e) an eyeshade or peaked cap, in preference to dark glasses to cope with strong sunlight.

Dark glasses sometimes distort colours and make it difficult to distinguish the different clothing of the two teams.

(f) for protection against bad weather when necessary.

B. UMPIRES' EQUIPMENT.

An umpire should have with him:

(a) a current book of Rules,
(b) a loud distinctive whistle, worn on a cord, and a second or reserve whistle,
(c) a stop watch and/or a reliable watch with a secondhand,
(d) two pencils,
(e) a card on which to record the starting times of each half, any stoppages for which time must be allowed, the time of suspension of any player and the goals as scored.

C. POSITIONING.

(i) *For General Play.* It is most important for the umpire to be in the correct position to see all breaches of the Rules. To do this he should keep on the move outside the field of play, beyond the side-line, in his own half except when the ball is in the circle or on the far side of the field, when he should move into the field of play and if necessary into the circle itself. From there the umpire can, for example, ensure that for a shot at goal the ball has been hit inside the circle, and will obtain a good view of such offences as obstruction and stick interference.

An umpire must be constantly on the move not only to ensure that he is in the correct position according to the state of the game, but also to judge instantly the relative position of the various players at any moment.

It is obviously impossible for one who remains stationary always to give the correct decision. It is generally recognized that the most suitable position for an umpire is on the right wing of the attack in his half of the field.

(ii) *Off-side.* For off-side decisions correct positioning is even more vital. Being level with or slightly nearer the goal than the second defender is strongly recommended. Alternatively be level with or slightly ahead of the attacker with the ball. This is advisable when such an attacker has already passed the second defender. In either case, one advantage will be that any attacking player on the umpire's right is invariably in an off-side position.

D. WHISTLING.

The whistle should always be blown decisively and loudly enough for all players to hear it. It should not normally be blown for the taking of free hits, 16-yards hits, push-ins, corners and penalty corners. In rare cases it may be advisable to reverse a decision if it is obvious that a mistake has been made, but this must be done at once or not at all.

E. SIGNALLING.

Take note of the recommended signals (see page 158) and especially note the words "when necessary" for signals which are really only in amplification of the main signals.

In general the main signal will be the directional one, given with one arm only and that arm raised slightly above horizontal level. Exceptions to this are for:

(1) the award of a goal, when both arms are pointed towards the centre spot;
(2) indicating a breach of the off-side rule, when the first signal is the right hand pointed horizontally across the field;
(3) the award of a 16-yards hit when both arms are extended out sideways;
(4) the award of a penalty corner when both arms are pointed towards the goal;
(5) the award of a penalty stroke, when one arm is pointed upwards and the other pointed to the 7-yards spot;
(6) signalling of a stoppage of time, when both arms are crossed above the head.

Signals should be maintained long enough to ensure that all players are aware of the decision.

To become a good umpire requires regular and assiduous practice. The essential qualities of a good umpire, such as mental alertness, decisiveness and a good sense of judgment, can be developed and strengthened in this way. If he has made a mistake an umpire should not be discouraged – there is no such thing as a perfect umpire – he must dismiss the mistake from his mind and concentrate still more.

This advice (pages 141-144) is not intended to be comprehensive but offers general guidance towards a good standard of umpiring.

Experimental Rules and Clarifying the Rules

DOLLY SULLIVAN

Dorothy "Dolly" Sullivan, the present USFHA Rules Interpreter, is a teacher-coach at Milton Academy, Milton, Massachusetts. She holds a National umpire's rating, the Honorary Umpire's Award, is a member of the USFHA Umpiring Committee and has been a member of the U.S. team. She recently became the second woman to be inducted into the Northeastern University Hall of Fame.

Each year the Rules Interpreter and National Umpiring Committee continue to be bombarded with interpretations of the International and School Girl rules. After answering these requests, the most often asked questions and their interpretations are sent to the International Rules Board for verification and current updating. Our aim is to have rules that are clear and concise and understood at all levels of play.

Obviously, we cannot change the International Rules as written; we can petition for change, but often the change is only applicable to play here in the United States; so our vehicles become the School Girl Rules and Experimental Rules for the College and Club player by sending the information out to all umpiring chairpersons, as well as through *Whistle Stop* (newsletter) and the *Eagle*.

The experimental rule that was tried during the 1977 season, was well received by an evaluation done at the end of the fall and will be continued in this country. We will have our member of the Women's International Rules Board, Betty Shellenberger, present this proposed rule change to the International Rules Board Meeting for approval:

RULE 17, IV, a

The ball shall be PUSHED OR FLICKED-IN without undue delay.

A flick-in *that goes no higher than the knee* of the stroker has been included as a legal stroke. A scoop or hit *may not* be used.

PLEASE CONTINUE TO USE THIS RULE AT *ALL* LEVELS OF PLAY UNTIL FURTHER NOTICE!!!! Your evaluation of the use of the flick-in, if you have not already done so, would be greatly appreciated.

Equipment

Many inquiries continue to be received concerning equipment that may be worn by the goalkeeper, such as extra padding (football pants, chest protectors, arm guards, etc.). The rule spells out what the goalkeeper must wear such as kickers, pads, etc., but the reason for this is to protect the player and still allow for mobility. If she gets too encumbered, she will be unable to move as quickly as she may wish.

The question of a "mask" *still* states that the mask must be made of plastic or similar material that shall not be dangerous to other players. No metal or covered metal is allowed, nor is a helmet. If the goalkeeper or a field player must wear a helmet to protect her head because of previous injury, it must be a close-fitting cap that does not project and is not dangerous to other players.

Substitution

Rule 1(b): Each team is permitted to substitute up to two players during the game.

Players who are to substitute should report to the scorer's table and then go to the umpire on that side of the field. The umpire, at the appropriate time, on a dead ball, shall blow time-out for the substitution. Remember a player may not substitute on a corner, penalty corner or penalty stroke.

Corners

1 – Player taking the corner hit drives the ball toward the goal. The ball rebounds off the stick or feet of a defense player and goes into the goal. No other attack player has touched the ball. . .is a goal scored?

Rule 15-g: "No goal shall be scored directly by player taking the penalty corner." Under "Guidance for players and umpires," this is further qualified: "Directly" means the ball entering the goal without touching the stick or person of a defender. So on a penalty corner, a goal would be scored.

On a "corner" hit from outside the circle, no attack has touched the ball "inside" the circle, so a long corner would be awarded when the ball rebounds off the stick, and a penalty corner if the ball rebounds off the feet of the defense player.

2 – A corner or penalty corner is called. The defense lines up with seven players behind the endling and four at the 50-yard line.

a. If the hit out is taken before the official notices, the hit should be repeated.

b. The official should whistle the play and correct the number of players *before* the hit is taken. The trailing official can be an added help here by realizing that only four players have returned to the "50," and blowing repeated short whistles to call the other official's attention to the problem.

3 – On a corner or penalty corner, a poor hit-out results in the ball stopping in the circle before anyone touches it. May an attack-

ing player, other than the hitter, drive directly for goal or must she touch the ball first? *Answer:* The attacking player may drive directly for goal. The ball is stopped (even better than "not necessarily motionless".)

Penalty Stroke

It has been requested that we further clarify the responsibilities of the officials during the taking of the penalty stroke. It has been suggested by the International Rules Board that the official, other than the one who awarded the penalty stroke, assist in the taking of the stroke according to the lead official. The most successful method has been found to be:

a. Trailing official makes sure all other players are behind the 25 yd. line and then takes a position on the goal line to watch the ball entering the goal.

b. The lead official takes a position where she can watch *both* stroker and goalkeeper simultaneously.

c. The final decision of the awarding of a goal rests with the lead official, but she should check with the other official *before* making that decision.

Goalkeeper is an excellent stroker and has been chosen by her team to take the stroke against the team which has fouled. She removes her glove to take the stroke. *Answer:* As an attacking player taking the stroke, she is no longer termed the goalkeeper and may remove her glove. The rule to remove or change *any* equipment was made to avoid any delay in the game, and to *have* to leave on a goalie glove that usually has a padded palm would be a disadvantage to the stroker.

Penalty Shot Situations

1. Attacker scoops ball up and over the goal cage. Goalkeeper lifts her stick above her head, but does not interfere with the ball.

Answer: Restart the game with a 16-yard hit.

2. On a penalty shot, attacker flicks the ball into the goal cage before the umpire blows whistle to indicate the start of the penalty shot.

Answer: Restart the game with a 16-yard hit.

3. On a penalty shot, whistle has been blown by the umpire and before the attacker plays the ball, the goalkeeper moves her foot (toe part) to the side, her heel remaining on the ground.

Answer: A goal is awarded.

4. On a penalty shot, the goalkeeper traps the ball against the top front crossbar.

Answer: Restart the game with a 16-yard hit.

5. "Could you please list any other possible ways a goalkeeper

can foul on a penalty stroke other than the common fouls of sticks, or stopping the ball with the back of her stick?"

Answer:

1. Changing dress or equipment between the awarding and completion of a penalty stroke.
2. Not standing on the goal line.
3. Moving on her feet, or leaving the goal line.
4. Use delaying actions or tactics.

6. "Please list various ways a stroker can foul on a penalty shot."

Answer:

1. Hitting the ball (not pushing, flicking, or scooping)
2. Sticks
3. Taking more than one stride forward
4. Touching the ball more than once
5. Approaching the ball or goalkeeper after the initial stroke.
6. Taking stroke before whistle is blown
7. Delay in taking the penalty stroke.

7. "We see two inconsistencies within the penalty stroke rules: #16(d) (ii) page 135 and penalty shot situations no. 1 listed above. Why does the usual definition of "sticks" not apply to penalty strokes?"

Answer: (D) (ii) states goalkeeper may not touch the ball with any part of his stick when the ball is above shoulder high, and penalty shot situation no. 1 says: "attacker scoops ball up and over the goal cage. Goalkeeper lifts her stick above her head, but does not interfere with the ball." The usual definition of "sticks" does apply to penalty strokes. The rule states "goalkeeper may not touch the ball, etc. Penalty shot situation says goalkeeper did not interfere (play) with ball. Hence, no inconsistency within the penalty stroke rule.

8. (e) (ii): "Is a slight movement of the goalkeeper's feet considered to be a breach which prevents a goal from being scored? Umpires seem reluctant to consider this breach serious enough to deserve the awarding of a penalty shot."

Answer: No. This pertains only to a breach of the penalty stroke rule as it is being effected and referring to the goalkeeper *before* the stroke is taken. What the goalie does *after* the stroke is taken to try and stop it would be considered a breach that prevented a goal from being scored.

RULES INTERPRETATION INQUIRIES

Inquiries concerning questions and answers to rules and their interpretation should be directed to:

DOLLY SULLIVAN
12 Sias Lane
Milton, MA 02186

Please include a self-addressed, stamped envelope for the answer to your question. Thank you.

Field Hockey Study Questions

Directions:

Indicate the umpire's decision in the following situations, writing the key letters in front of each item. There is only one *best* answer to each. Assume that no conditions exist other than those stated.

PART 1

KEY

PIO - Push-in for opponents
RPI - Repeat push-in (by same team)
C - Corner (long corner)
RC - Repeat corner
PC - Penalty corner (short corner)
RPC - Repeat penalty corner
DH - Defense hit
PS - Penalty stroke
RB - Repeat bully (any kind of bully)
BOS - Bully on a spot chosen by the umpire
FH - Free hit for opponents
RFH - Repeat free hit (by same team)
G - Goal
TO - Time-out
LP - Legal play – no breach of rules occurred; play continues. Do not use this if a more definite decision can be given.
HW - Hold whistle – breach of rules occurred but umpire allows play to continue until she sees which team gains the advantage or that the team which should do so, does gain the advantage.

____ 1. The red right wing attempts to field the ball; it glances off her stick and goes over the sideline.
____ 2. The blue fullback attempts to stop the ball in the circle. It glances off her stick and goes over the goal line not between the goal posts.
____ 3. The defending center half, just within the edge of the circle, kicks the ball. Her fullback receives the ball and hits it to another teammate.
____ 4. The ball becomes lodged in the pads of the goalkeeper.
____ 5. The blue left halfback completes a push-in without waiting for the other players to get 5 yards away.
____ 6. The red center forward unintentionally kicks the ball forward quite a distance onto the stick of her opposing center half, who passes to her teammate.

_____ 7. A foul has occurred at midfield. The ball is rolled to the player who is to take the free hit. She takes the hit while the ball is still in motion.

_____ 8. An attacking forward hits the ball outside the circle. It crosses the goal line between the goal posts without having been touched by any other player.

_____ 9. Defense player just within the circle finds herself between the ball and an attacking forward, thus preventing the forward from playing the ball. The defensive team gets the ball.

_____ 10. An attacking forward in the circle hits the ball toward the left corner of the goal cage. The goalkeeper stops the ball from going into the cage with the rounded side of her stick. She then kicks it out of the circle.

_____ 11. The wing is offside and the ball is hit toward her. The ball is intercepted by the defending back.

_____ 12. Forward in the circle shoots for goal. The goalie stops the ball on the goal line and clears it to her fullback.

_____ 13. During a penalty stroke, the offender hits the ball towards the goalie.

_____ 14. The center forward receives the ball in the circle from a corner hit and deflects the ball into the goal cage.

_____ 15. Center half is 5 feet away from the center forwards during their bully. The ball is sent to her and she hits it.

_____ 16. Red team player was injured in the first half and replaced by a substitute. In the last 10 minutes of the game, a second red team player is injured at the 25-yard line by an undercut ball from a defense stick. At the request of her captain she was replaced by a substitute. How is play restarted?

_____ 17. The left wing is in her opponent's half of the field in which there are only two defensive players. Her center halfback, who is in her own half of the field, hits the ball to her.

_____ 18. A blue player taking a bully moves her foot after the third hit of sticks, before the ball is touched.

PART II

Check *each* phrase which invariably makes a true statement when combined with the first part of the statement. You may have *no* correct phrases or you may have *any number* or correct phrases.

1. A player should *not* be considered offside if:
    a. She is in her own half of the field.
    b. There are two opponents nearer their goal line than she is when receiving a pass.
    c. She is on line with the player taking a push-in.
    d. She is drawing the defense.
    e. She is making an effort to get back on side and is not playing the ball.
2. A push-in is awarded the opposing team when:
    a. The ball does not enter the field of play on a push-in.
    b. The ball touches the ground inside the field of play within 3 feet of the spot where it left the field.
    c. The ball enters the field of play and goes over the sideline again before it is touched by any other player.
    d. The ball enters the field of play and goes over the goal line before it can be played by another person.
3. A free hit is awarded it:
    a. The defense fouls in the circle.
    b. The attack fouls in the circle.
    c. Two players foul simultaneously.
    d. A foul occurs outside the circle.
    e. The player taking a corner hit makes sticks.
4. The defense hit is:
    a. Taken anywhere in the circle.
    b. Awarded if the ball unintentionally goes over the goal line off the stick of a defender beyond the 25-yard line.
    c. Taken on the 16-yard line opposite the spot where the ball crossed the goal line.
    d. Awarded when the attack sends the ball over the sideline.
    e. Always taken by the defending fullback.
5. In a penalty corner situation:
    a. Any six members of the defending team (feet and sticks) may be behind their own goal line.
    b. The ball shall be placed on the goal line not less than 10 yards from the goal post.
    c. The hit may be taken by any member of the attacking team.
    d. The ball may be played without being stopped if it has been touched first by a member of the defending team.
    e. The hit may be taken from either side of the goal.

PART III

1. The blue left fullback between the 25-yard line and the center line attempts to intercept a very hard hit ball intended for the red right inner. It glances off the fullback's stick and continues down and over the end line at the penalty corner 10-yard marker. The red right inner, blue right fullback, and goalie miss the ball. At which place indicated on the diagram is play to be restarted?

   a. #1 b. #2 c. Anywhere in the circle d. #3 e. #4

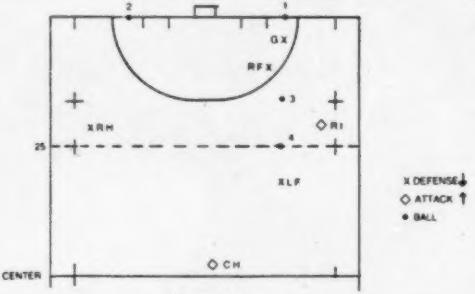

Figure 1.

2. The ball is hit toward the goal by the red center forward just outside the circle. The goalie comes out slightly from the cage and kicks the ball which deflects off her shoe and goes over the goal line into the cage. There was no other player in the circle except the goalie. Where, as indicated on Figure 1, may play be restarted?
   a. #1 b. #2 c. #3 d. #4 e. #5

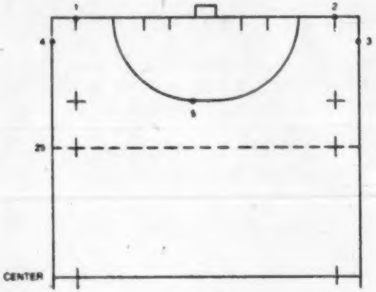
1
2
4
3
5
25
CENTER

Figure 2.

3. Which attacking forward is offside? Indicate on Figure 2 where to be taken.
   a. #1 b. #2 c. #3 d. #4 e. None of these

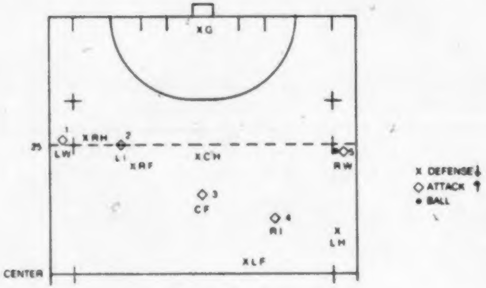
X G
1
X RH
2
25
LW
LI
X RF
X CH
5
RW
3
CF
4
RI
X
LH
X LF
CENTER
X DEFENSE ↓
◇ ATTACK ↑
• BALL

Figure 3.

ANSWERS AND RULES REFERENCES

PART I

1.	PIO	Rule 17, IV
2.	C	Rule 17
3.	PC	Rule 12g; Penalties, 3
4.	BOS	Rule 12, III
5.	RPI	Rule 17, IV b
6.	HW	Rule 3, last paragraph
7.	FH	Rule 14, b
8.	DH	Rule 17, I
9.	PC	Rule 12, j; Penalties, 3
10.	PS	Rule 16, a, (i)
11.	HW	Rule 13; rule 3, last paragraph
12.	LP	Rule 11, 1st paragraph
13.	DH	Rule 16, b (i)
14.	FH	Rule 15, d
15.	RB	Rule 10, c; Penalty
16.	FH	Rule 18, b (ii)
17.	LP	Rule 13, a; Penalties, (b)
18.	RB	Rule 10, b; 2nd paragraph

PART II

1.	a,b,c,e	Rule 13
2.	a,b,c	Rule 17, IV
3.	b	Rule 12, Penalties (2)
	d	Rule 12, Penalties (1)
	e	Rule 12, Penalties (1)
4.	b,c	Rule 17, I
5.	a	Rule 15 b
	b,c	Rule 15 a
	d,e	Rule 15 d

PART III

1. #3 2. #1,2,3,4 3. #1

EXAMINATION INQUIRIES

Inquiries concerning these study questions or theoretical examination questions should be directed to:

ELLEN HAWVER
63 City View Drive
Rochester, NY 14625

FIELD HOCKEY RULE DIFFERENCES

International	*School Girl*	*Federation*
35-minute Halves 2 substitutes allowed. If both subs are used and someone is injured, team plays short.	30-minute Halves Substitute may not reenter during same half. No sub last 5 min. or in overtime except for injury or disqualification. *Must* have goalkeeper. NY state exception allows re-entry same half.	30-minute Halves State H.S. Modification may have re-entry in same half. May compete with minimum of 7 players. If fewer than 11, then may eliminate the goal.
No 5-yd alley line. Center line flags Penalty stroke mark a spot 6" in length.	There may be a 5-yd line which may be a broken line. Center flags optional. Penalty stroke mark a line 12" long.	There shall be 5-yd lines. If lack of funds, may use hash marks. Center line flags. Penalty stroke line.
Time is suspended for substitution.	No time-out for substitution, only removal, but 10 sec. counted audibly for entry and leaving.	Same
Player out-of-bounds is in offside position unless not gaining an advantage or not attempting to play ball.	Player may go over endline and remain out-of-bounds and not be offside unless gaining an advantage or attempting to play ball.	Same
Ball must remain on ground on corner hits.	Any legal stroke but a scoop on corner hits, but must be no higher than knee height.	Same
Push-in *only* on out-of-bounds sideline. U.S. to experiment with flick as stated in S.G. rules.	Flick is allowed on a push-in but must be no higher than knee height.	Same

International	*School Girl*	*Federation*
Defending forwards go to 50-yd line on corners and may move on the hit.	Defending forwards go to 25 yd-line and must wait till ball is touched or comes out of circle.	Same
Advantage rule applies to "sticks."	Sticks, *by player in possession* of ball called regardless of advantage.	Same
	No spectators behind endline. Spectators 5 yds from sideline. Excessive coaching prohibited. Coach removed, game forfeited.	Coach removed J.V. may coach no j.v.–forfeit.
Player may be warned, suspended for 5 min. or from game. No sub.	Player warned or suspended (removed from game) for deliberate or excessive fouling. She may be substituted for.	Deliberate or repeated fouling– 3 mm. Same
No overtime period (tie score)	Overtime or method of tie br. only used in championship play.	Same

CODE OF SIGNALS FOR UMPIRES

1. Bully (when necessary)	Make a "Bully" movement with both hands.
2. Kicks (when necessary)	Slightly raise a leg and touch it with the hand.
3. Obstruction (when necessary)	Make a circular movement with one arm in front of the body.
4. Sticks (when necessary)	Point one arm straight up into the air.
5. Goal Scored	Turn, and point both arms horizontally towards the centre of the ground.
6. Off-side	Stand on the line of decision and point one arm horizontally along that line. Then as a separate signal indicate the direction of the free hit as in 8.
7. Push-in (when necessary)	Indicate the direction with one arm raised horizontally; point downwards with the other hand.
8. Free Hit and Directional Signal	Indicate the direction with one arm raised horizontally.
9. 16-yards Hit (when necessary)	Extend both arms out sideways.
10. Corner	Point one arm at the corner flag nearer to the point where the ball crossed the goal-line.
11. Penalty Corner	Point both arms horizontally towards the goal.
12. Penalty Stroke	With the left arm point to the penalty spot, and with the right arm point straight up in the air.
13. Dangerous Play and/or Bad Tempers	Stop play and make a calming movement by raising both hands horizontally, palms downwards, in front of the body, moving them slowly up and down. Indicate penalty if necessary.
14. Time Stopped	Turn towards the other umpire and/or timekeeper(s) and cross fully extended arms at the wrists above the head.

EQUIPMENT SPECIFICATIONS

Field Equipment

1. Flag Posts (Rule 4(h)). Flag posts must not be:
   - (i) pointed at the top;
   - (ii) made of metal except when they are attached to a spring base;
   - (iii) less than 4 feet or more than 5 feet in height.

   Flags on these posts should not exceed 12 inches in width or length.
2. Goals. Rule 5

   Tubular goal-posts and crossbars are not permitted. It is recommended that the goal-posts and crossbars be made of wood, but other materials are permitted, so long as they comply with the measurements and shape specified in Rule 5(a).
3. Goal-Nets. Rule 5

   Nets or netting of 1 inch or 1½ inch "mesh" are recommended. The netting and its supports shall be so arranged as to prevent the ball from rebounding into play.

Personal Equipment

1. Goal-keepers' Gauntlets. Rule 9
   - (i) shall have separate and independent fingers with no webbing between;
   - (ii) shall not be more than 8 inches in width when laid flat face upwards;
   - (iii) shall have additional protection, if such protection is inside the gauntlet itself.
2. Goal-keepers' Pads. Rule 9

   Each pad shall not exceed 12 inches in extreme width when on the legs of the goal-keeper.
3. Goal-keepers' Kickers. Rule 9

   No rough edges or protrusions are permissible.
4. Goal-keepers' Masks. Rule 9

   Moulded plastic masks are recommended.
5. Players' Footwear.

   Moulded rubber studs or bars are recommended.

METRIC EQUIVALENTS

Yards	100	91.40	meters
"	60	55.00	"
"	55	50.00	"
"	25	22.90	"
"	16	14.63	"
"	10	9.14	"
"	7	6.40	"
"	5	4.55	"
"	4	3.66	"
"	3	2.74	"
"	1	0.91	"
Feet	7	2.14	"
"	5	1.50	"
"	4	1.20	"
Inches	18	46.00	centimeters
"	12	30.00	"
"	9.1/4	23.50	"
"	8-13/16	22.40	"
"	6	15.00	"
"	3	7.50	"
"	2	5.08	"
Ounces	28	7.94	grams
"	12	340	"
"	5-3/4	163	"
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